

Term 2

New Hello!

English for Preparatory Schools

Year Two

Student's Book and Workbook

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Scope and sequence

Module 3: Science and art

Skills	Language	Life Skills, Values and Issues
7 Technology and the future Page 2		
Reading: A magazine article about online shopping; *The Time Machine*; a poster about the dangers of technology **Writing:** A reply to an online message giving advice; a formal email about a problem with a delivery **Listening:** A discussion about new inventions; people's problems with technology and suggested solutions **Speaking:** Giving opinions about inventions and technology; a debate	***will* and *will not / won't*** (revision) *I think lots of people will want to buy these new headphones.* ***If/When* + present simple + *will*** (revision) *If I go to the shops, I will spend a lot of money.* *Hassan won't use the internet to buy food when he is older.* ***If/When* + *should* for advice** *When you feel tired, you should have a rest.* *You should check that you can't buy anything when you play games online.*	**Life Skills:** Critical thinking: technological awareness; Sharing **Values:** Appreciation of science; Independence **Issues:** Technological awareness; Cross-cultural communication
8 You are what you eat Page 12		
Reading: Texts about what people eat; a healthy food quiz; a recipe; an article about unusual food; an article about a healthy island **Writing:** An email about a favourite snack; a paragraph about a country's diet; a paragraph about sleep **Listening:** A discussion about favourite snacks; a conversation at dinner; teenagers sharing their worries about food and health **Speaking:** Describing food; offering, accepting and refusing food politely; giving advice about being healthy	***some, any:*** *People often put some salt on their chips.* *I don't put any salt on mine.* ***like/don't like:*** *I like orange juice, but I don't like tea.* ***a lot, a little and a few*** *I have a lot of fruit.* *I only have a little salad.* *I also eat a few healthy snacks.* **imperatives** (revision) *Beat two eggs in a bowl.* *Serve on a plate with a green salad.* *Don't forget to add a little salt.*	**Life Skills:** Self-management **Values:** Self-esteem **Issues:** Preventive health; Therapeutic health
9 Watch, listen and make Page 22		
Reading: An internet chat message; a review of an art gallery; *Little Women*; a review of a film **Writing:** A short review; A paragraph on a musician **Listening:** A report about an orchestra; an invitation on the telephone **Speaking:** Saying what people can do; talking about preferences and giving recommendations; inviting a person somewhere	***can, know how to* and *be able to*** *I can paint scenery if you want.* *Mariam and I know how to sew costumes.* *Are you able to help with music?* *I am able to draw and paint, but I don't know how to do calligraphy.*	**Life Skills:** Collaboration; Respect for diversity **Values:** Perseverance and respect **Issues:** Non-discrimination against people with special needs
Review C Revision of Units 7–9 Page 32		

Module 4: Our place in the world

Skills	Language	Life Skills, Values and Issues
10 We are what we wear		Page 34
Reading: An article about Egyptian clothes now and in the past; a blog about what teenagers wear; a text about linen and cotton; an advert **Writing:** An advert to sell something **Listening:** People talking about their clothes; a conversation in a clothes shop **Speaking:** Discussing and describing clothes; shopping for clothes	***this/that, these/those* (revision)** *I bought this shirt from a little shop in Cairo.* *Where did you get those sunglasses?* **Adjective order** *It's a beautiful blue, cotton skirt.* *She likes loose, white, linen clothes.* ***one, ones*** *That beautiful dress is the one my grandmother made me.* *These trainers are much better than the ones I had before.*	**Life Skills:** Respect for diversity **Values:** Love of homeland; work ethics **Issues:** Environmental and development issues **Environmental responsibility:** Community participation
11 The future of our planet		Page 44
Reading: Online posts about helping the environment; texts about a school trip; an article about teenage inventors; a postcard **Writing:** A paragraph about an environmental problem; a holiday postcard **Listening:** Identifying what is going to happen; a radio programme about environmental problems; a teacher talking about drones; a discussion about making arrangements **Speaking:** Making predictions and future plans; suggesting solutions; giving opinions	**Future time expressions (revision)** *What are you doing this afternoon?* *We're going in five minutes.* ***be going to* and the present continuous for the future** *I'm going to help my father.* *What are you going to do?* *The students are going to do very well in their exams.* *I'm visiting the dentist at half past four.*	**Life Skills:** Problem solving; Negotiation; Collaboration **Values:** Taking responsibility; helping others **Issues:** Environmental and development issues: Environmental responsibility: participation
12 Languages and learning		Page 54
Reading: A quiz about learning styles; an article about languages in Africa; an advert for a language school **Writing:** an internet post giving advice; a study plan; taking notes; an application form **Listening:** A conversation about future plans; a radio interview about animal communication **Speaking:** Talking about learning styles; a presentation about your studies; a discussion about study tips; giving advice, opinions and suggestion	**A review of tenses** *My uncle lives in the USA.* *I'm emailing him today.* *I was playing tennis when it started to rain.* *I didn't use to like tennis. I used to like basket ball.* *Next year, I'm starting secondary school.* *I'm going to go to university.* *I think it will be hard but fun.* *I won't be bored.*	**Life Skills:** Self-management; Communication; Critical thinking **Values:** Perfection; Perseverance **Issues:** Cross-cultural communication
Review D Revision of Units 10–12		Page 64

Unit 7

Lesson 1

Technology and the future

Reading: A magazine article about online shopping; *The Time Machine*; a poster about the dangers of technology

Writing: A reply to an online message; a formal email about a problem with a delivery

Listening: A discussion about new inventions; people's problems with technology and suggested solutions

Speaking: Giving opinions about inventions and technology; a debate

Language: *if/when + should* for advice

Life Skills: Critical thinking: technological awareness

Discuss

Can you match the descriptions to these pictures of new inventions?

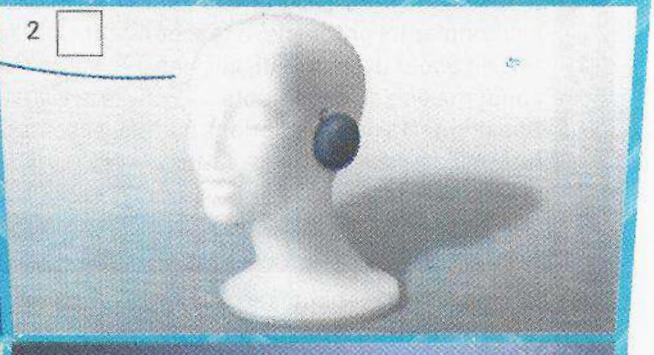
a When these **headphones** hear another language, they can **translate** it into your language.

b Is it a **motorbike**? Is it a **helicopter**? No, this invention is half-motorbike and half-helicopter! It can push you into the air at the **speed** of a fast car!

1 ☐



2 ☐



3 ☐



4 ☐



c This clever jacket uses an **app** to make you warmer when the weather is cold.

d Change roads into **solar panels!** This invention uses strong glass that you can drive on and make **electricity** at the same time.

Find

Look through the unit. What did Lama buy from the internet?

Research

Who was H. G. Wells? Why is he famous?

Lesson 1 — 7

Listening

1 Work with a partner.

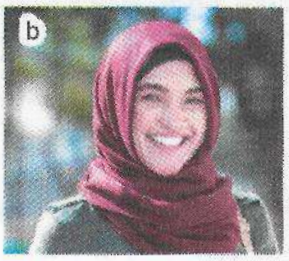
1 Put the inventions on page 2 in order from the most useful to the least useful, in your opinion.

2 Talk to another pair. Do they agree with your order?

2 Listen to four people. Match the inventions 1–4 on page 2 with the people who talk about them.



Hatem: Picture 4



Manal: .....



Tarek: .....



Sawsan: .....

Language

3 Complete the sentences from the listening with *will* or *won't*. Then listen again and check your answers.

1 The machine won't be able to fly very high.

2 I think lots of people ..... want to buy one of these.

3 It ..... help people to speak other languages.

4 Maybe they ..... make one to help people be cooler.

5 I hope they ..... build lots of these in Egypt.

Remember!

Use **will** and **will not** (or **won't**) to talk about future predictions.

The headphones **will** be very useful for travelling.

The machine **won't** be able to fly very high.



Speaking

4 Discuss the questions in small groups.

1 Who do you agree or disagree with in Exercise 2? Why?

2 Which of the four inventions do you think will become the most used? Why?

3 Which of the things do you think won't be used very much in Egypt? Why?

4 What invention do you hope we will see in the future?

I agree that the jacket won't be very useful in Egypt!

I hope the flying motorbike will be invented soon.

Life Skills

It is important to know about the latest technology. You might need to know this for a future job. How can you find out about the latest technology?

7 Lesson 2



Reading

1 Discuss these questions in pairs.

1 Do you like shopping online? Why/Why not?

2 What type of things do you like to buy? Why?

2 Match a word from **A** to a word from **B** to make useful phrases. Some verbs match more than one word. You can use a dictionary.

A	B
1 have	a a choice
2 save	b delivery
3 spend	c money
4 waste	d time
5 wait for	

3 Read the article. Can you find any of the phrases from Exercise 2 in the text? Use your dictionary if necessary.

Shopping online – Yes or No?

Injy – I love online shopping!



Shopping online is great! Firstly, it saves me time. I don't want to spend lots of time travelling to the shops. I can stay at home and buy the things I want in a few minutes. Secondly, I have more choice online. Also, if more people shop online, there will be fewer cars on the road and less pollution! I will do all my shopping online when I am older.

Baher – I prefer going to real shops in my city.



Every time I buy clothes online, the thing that I buy is wrong! At a shop, I can see what I am buying and I can try it first. Also, I don't like to waste time waiting for a delivery – I want things now! If everyone shops online, the shops in our towns and cities will close. If they close, then lots of other businesses like cafés will close, too.

4 Read the article again and complete the table with the reasons for and against shopping online. Can you add any more ideas to the table?

For	Against
It saves time.	You can't try things before you buy.

Language

5 Complete the sentences with the correct form of the verbs in brackets.

1 If I ...go... (go) to the shops, I will spend (spend) a lot of money.
2 When Huda ..... (visit) Cairo, she ..... (buy) some new shoes.
3 Hassan ..... (not use) the internet to buy food when he ..... (be) older.
4 Mona ..... (look) online for a new phone when she ..... (get) home.
5 If I ..... (buy) everything online, I ..... (not be able) to go shopping with my friends.

Remember!

Use **if/when** + present simple and future simple to express prediction.

If everyone **shops** online, the shops in our towns and cities **will close**.

I **will do** all my shopping online **when** I **am** older.



6 Complete these sentences with your own ideas.

1 If I go to the shops today, ...
2 When I need some more food, ...
3 I will use the internet when .....
4 I won't watch TV tonight if .....

Speaking

7 Work in a small group and make a story. Choose one of the sentences below to start. Take it in turns to make another sentence with *if* + present simple + future simple.

- If I help my mother at the weekend, ...
- If I pass all my exams, ...
- If I finish my homework early, ...
- If I find a snake in my house, ...

If I help my mother at the weekend, she'll have more free time.

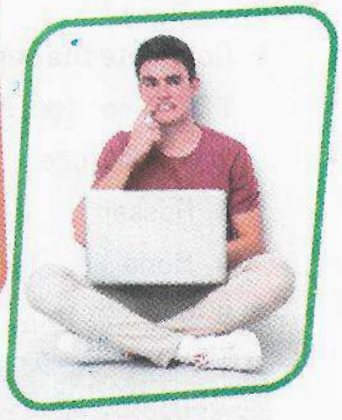
If my mother has more free time, we'll be able to go out.

If we go out, we'll be able to go to the cinema.



7 Lesson 3





Speaking

1 Check the meaning of the words in bold in your dictionary.

2 Discuss these questions in pairs.

1 What types of technology do you use every day? What do you use them for?

2 Which is the most important piece of technology for you? Why?

3 Look at the sentences about problems with technology. Do you have any of these problems?

a I think I am **addicted** to my phone!

b I spent lots of money in an online game **by mistake**!

c I spend hours watching videos online and now I have **headaches**.

d Sometimes my friends say **horrible** things about me on **social media**.

Listening

3 Listen to these four people talking about the problems they have with technology. Match them to the problems a–d above.

1 Shady c



2 Hala



3 Randa



4 Adam



4 Now listen and complete the advice an expert gives to the people in Exercise 3.

1 Shady, watching videos before bed is not a good idea.

2 Hala, you ..... to talk to your parents. They ..... check that you can't buy anything when you play games online.

3 Randa, it ..... not to become addicted to technology.

4 Oh Adam, they don't sound like .....! If they don't change, maybe you ..... find some new friends.



Lesson 3 7

Language

5 Match to make sentences.

1 [c] You should have a break
2 [ ] You shouldn't watch videos on the internet
3 [ ] If you don't know someone,
4 [ ] You should tell a parent or teacher
5 [ ] When you go to bed,

a you shouldn't make friends with them online.
b you should turn your phone off.
c if you are sitting at the computer for a long time.
d if your head hurts.
e if you feel worried about something.

6 Complete these sentences with your own ideas. Use *should*.

1 If you see people being horrible online, you should tell your parents.
2 When you play online games, ...
3 If you think that your friend is addicted to social media, ...
4 When you feel tired, ...

7 Discuss this question in pairs.

What advice would you give to the people in Exercise 2?



if/when + should

Use **if/when** + **should** to give advice.

They **should** check that you can't buy anything **when** you play games online.

If they don't change, maybe you **should** find some new friends.

Writing

8 Read the online message. Write a reply in your notebook giving your advice.



My parents say that I spend too much time online, but playing video games is my hobby and I am very good at them! I love playing games with my friends but my parents say they will take my computer away if I don't stop playing on it so much. What should I do?

7 Lesson 4

Reading

1 Ask and answer the questions in pairs.

1 What do you think a Time Traveller does?

2 Would you like to travel in time? Where and when would you go? Why?

2 Read part of the story *The Time Machine* and answer the questions.

1 Where are the people in the story? .....

2 Who made the machines? .....

3 What do the machines do? .....

3 Look at the words in red. Use a dictionary to check their meanings. Write the words in your notebook.

4 Read the text again. Are these sentences true (T) or false (F)? Correct the false sentences.

1 The Time Traveller's friends don't believe in time travel. T

2 The Time Traveller disappears. .....

3 The small machine is finished. .....

4 The small machine travels to the past. .....

5 The large machine is ready to use. .....

6 If the Time Traveller travels in the machine, he can visit the past or the future. .....

Speaking

5 Discuss these questions in small groups.

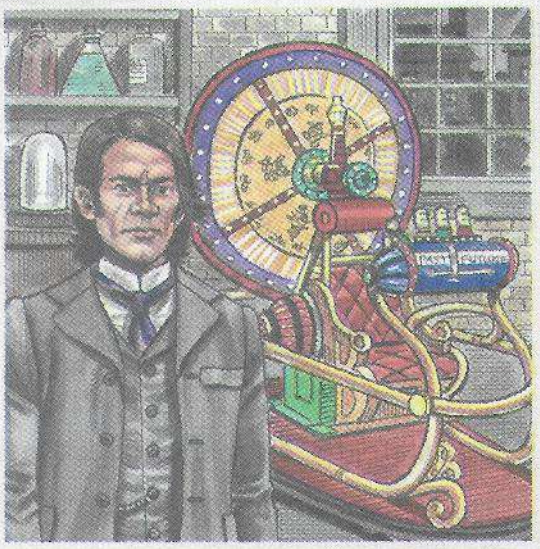
1 Do you think the Time Traveller will be able to explore the past and the future? Why?

2 What machine would you like to invent? Why?

I would like to invent a machine to tidy my bedroom!

The Time Machine

by H. G. Wells



London, England, 1895

A group of friends meet for dinner at the Time Traveller's house. After dinner, the Time Traveller asks his friends if they think that it is possible to travel through time.

"It's impossible!" they reply, "We can only travel through space, not time."

The Time Traveller shows them a small model of a machine that he has in his hand.

"This is a copy of a machine that I believe can go through time. It took me two years to build," he tells them. The friends laugh.

"Pull this lever," he tells one of them.

They feel some wind and then the machine suddenly disappears!

"Where is it?" the other men ask.

"The model machine is in the future," the Time Traveller says. "Would you like to see the real machine?" he asks.

He takes them to another room. Inside the room is another, bigger machine. It is not finished.

"In this machine," he says "I will explore the past and the future!"

Speaking

1 Discuss these questions in pairs.

1 What do you remember about *The Time Machine*? Tell your partner.

2 Do you think it might be dangerous to travel in time? What problems or dangers do you think there could be?

Reading

2 Look at the headings in the poster. What problems could technology bring to these things? Tell your partner.

3 Complete the poster with these words.

enough headaches
headphones outside
video games ~~watch~~

The dangers of technology



Sleep: Many people text, check social media or [1] watch videos online late into the night. Then they don't get [2] ..... sleep.



Eye problems: If you spend a lot of time on screens, you can have eye problems and [3] .....



Ear problems: Listening to loud music or films through [4] ..... can damage your hearing.



Exercise: Many people spend hours playing [5] ..... or watching TV and don't spend enough time [6] ..... doing exercise.

Speaking

4 Look at these sentences from a debate called *Technology is bad for your health*. Are these opinions positive or negative? Complete the table.

1 "Using technology to help you exercise **is a good idea**."

2 "From my point of view, **too much** technology can give you headaches."

3 "**It isn't a good idea to** spend too much time watching TV or playing on computers."

4 "**If you don't** become addicted to technology, **you will** be fine."

5 "In my opinion, all technology **is bad** for your health."

6 "**If you** use technology well, **it should** help you become more healthy."

Positive	Negative
Using technology to help you exercise is a good idea.	

5 Work in pairs.

1 *Technology is bad for your health*. Do you agree? Say if you think technology is positive or negative for your health using some of the expressions in **red** from Exercise 4.

2 Work with another pair. Compare ideas.

7 Lesson 6

Reading

1 Read the email.
What is it about?



New message

Dear Sir/Madam,

I **ordered** a new mobile phone last week and the delivery was today. When I opened the box, the screen was damaged. I would like to change the phone for a new one that is not damaged. Can you tell me how I can do this?

Yours faithfully,

Lama Sabri

SEND

2 Read the email again and answer the questions.

1 When did Lama order the phone? Last week
2 When was the delivery? .....
3 What was the problem with the phone? .....
4 What does Lama want to do? .....
5 What does she want to know? .....



3 Which of these phrases are used to start or end a formal email? Write S (Start) or E (End).

1 [S] Dear Sir/Madam (if you don't know the name of the person)
2 [ ] Yours faithfully (if you don't know the person)
3 [ ] Dear Mr/Mrs/Ms + surname (if you know the name)
4 [ ] Yours sincerely (if you know the person)
5 [ ] Best Wishes/Kind Regards (if you know the person well)

Did you know?

There were more than 85 billion deliveries around the world in 2018. In 2014, there were around 40 billion.

Writing

4 Write an email about a problem with an online delivery. Use the following information.

What:	Laptop computer
When:	Ordered three weeks ago
What's the problem:	Delivery should be in one week but I am still waiting
What do you want:	Tell me when delivery will be



5 Work in pairs.

Read each other's emails. Can you help your partner improve his/her email?

Lesson 7



Review

1 Match the verbs to the nouns to make phrases.

1	[c] wear	**a**	a headache
2	[ ] save	**b**	social media
3	[ ] have	**c**	headphones
4	[ ] check	**d**	addicted to something
5	[ ] be	**e**	time

2 Work in pairs. Ask and answer questions using the phrases in Exercise 1.

How often do you check social media?

I check it once an hour.

3 Which of these things do you think will happen in the future? Work in pairs and say what you think using *will* or *won't*.

1 go on holiday to space
2 have flying cars
3 all school lessons online
4 no more ill people
5 robots in every house

I think people won't go on holiday to space.



4 Complete the sentences with the correct form of the verbs and *should*, *shouldn't*, *will* or *won't*.

1 If you *are* (be) on the computer for three hours, you *should* have a break.
2 If you ..... (listen) to too much loud music, you ..... get a headache.
3 If you ..... (not / do) any exercise, you ..... be healthy.
4 If you ..... (want) to go online, you ..... ask first.
5 If you ..... (be) worried about something online, you ..... tell someone.

Project

Make a poster about how to stay healthy when you use technology.

1 Work with a partner. Look at the information on page 9. Are there any other problems you can think of with technology? Write down some ideas.
2 Research some ways that people can use technology and stay healthy.
3 Put your ideas into a poster. You should:
- think about who the poster is for
- give it a good title
- write short, clear sentences
- use colours and pictures to make it look interesting

4 Put the posters around your classroom for everyone to read.

Unit 8

Lesson 1

You are what you eat

Reading: Texts about what people eat; a healthy food quiz; a recipe; an article about unusual food; an article about a healthy island

Writing: An email about a favourite snack; a paragraph about a country's diet; a paragraph about sleep

Listening: A discussion about favourite snacks; a conversation at dinner; teenagers sharing their worries about food and health

Speaking: Describing food; offering, accepting and refusing food politely; giving advice about being healthy

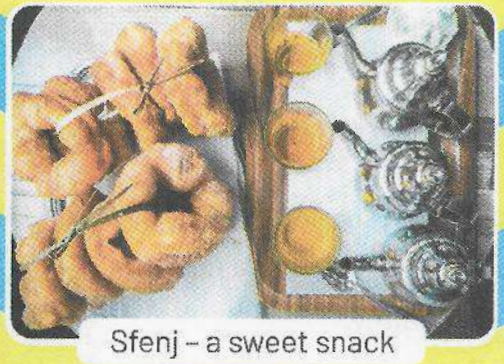
Language: *a lot*, *a little* and *a few*

Life Skills: Self-management

Quiz

In which country do you think these snacks are popular?

Britain Egypt India Malaysia Morocco



Sfenj – a sweet snack



Samosa – a spicy snack



Chips – a popular snack



Rojak – a juicy fruit snack



Falafel – a delicious vegetable snack

Find

Look through the unit. What is Okinawa and where is it?

Research

Which snacks are the healthiest to eat?

Listening

1 Listen and put the snacks from page 12 in the order that you hear them. Were your answers to the quiz correct?

a ☐ chips
b ☐ falafel
c ☐ samosa
d ☐ rojak
e ☐ sfenj



fava beans



spices

2 Listen again and complete the sentences with these words.

delicious
juicy
salty
spicy
~~sweet~~

1 Sfenj has lots of fat and sugar in it and it is very sweet.
2 Falafel is really ..... and it is very popular in Egypt.
3 I don't put any salt on mine because I don't like ..... food.
4 Samosas have ..... vegetables inside them.
5 Rojak is very sweet and .....

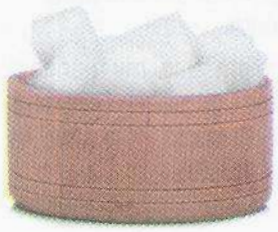
Speaking

3 Choose the correct word. Then ask and answer the questions in pairs.

1 What's your favourite juicy / salty fruit that you like to eat when you're thirsty?
2 What can you do if you eat something that is very hot and healthy / spicy so that it hurts your mouth?
3 The water in the sea is sweet / salty. Can you think of a food with this taste?
4 If we don't want to use sugar to make food sweet / salty, what other things can we use?

4 Ask and answer the questions in pairs.

1 Do you ever eat the snacks from the quiz?
2 Which is your favourite snack?
3 Is your favourite snack juicy, spicy or sweet?
4 Has it got any sugar or salt in it?
5 Is it healthy or unhealthy?





Remember!

Use **some** in positive sentences with uncountable nouns and plural countable nouns.

We sometimes eat sfenj with **some** tea.

People often put **some** salt on their chips.

Use **any** in negative sentences and yes/no questions with uncountable nouns and plural countable nouns.

I don't put **any** salt on mine. Is there **any** salt in this?

8 Lesson 2

Reading

1 Read the texts about two teenagers and answer the questions.

1 Who is ill if he eats some types of food? Imad
2 Who eats a few healthy snacks? .....
3 Who chooses food that gives him energy? .....
4 Who eats a little fast food but not much? .....
5 Who eats sweet things? .....
6 Which boy do you think is healthier? Why? .....

Language

2 Complete the sentences with *a lot*, *a little* or *a few*.

1 My little brother sometimes eats a few grapes for breakfast.
2 Leila likes ..... milk in her tea, but not very much.
3 My grandmother spends ..... of time cooking in the kitchen. She's often there all day.
4 'Can I invite ..... friends to our house to watch a film?' 'OK, but not too many.'
5 I'm not very hungry, but I'd like ..... cheese and ..... olives, please.

A lot of, a little and *a few*

Use **a lot of** with countable and uncountable nouns.

I have **a lot of** oranges/fruits. I also eat **a lot of** rice and pasta.

Use **a few** with countable nouns and **a little** with uncountable nouns.

I eat **a few** healthy snacks (= I don't eat many snacks.)

I only have **a little** salad. (= I don't have much salad.)

3 Ask and answer the questions in pairs.

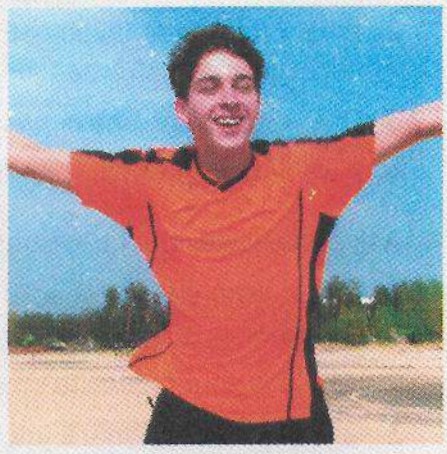
1 What kind of food do you eat a lot of? What do you eat a little of? Why?
2 What should and shouldn't you eat a lot of? Why?

What I eat



My name's Imad. I am **allergic** to nuts, so I must be careful what I eat. If I eat something with nuts in it, I will get ill! For most of the time, this is not a problem. However, I like sweet things, and there are a few types of cake that have nuts in them, so I can't eat those.

I'm lucky because my mother makes me many different, delicious things to eat at home. She says I should eat more vegetables and salad. I have a lot of fruit, and that's healthy!



I'm Mustafa. I'm on the school athletics team and I go running every day, so I need food that gives me **energy**. I eat a lot of rice and pasta every day. I also eat a few healthy snacks, like nuts.

After athletics practice, my friends and I sometimes get some **fast food**, like pizzas, on the way home, but I try not to eat too much!

Listening

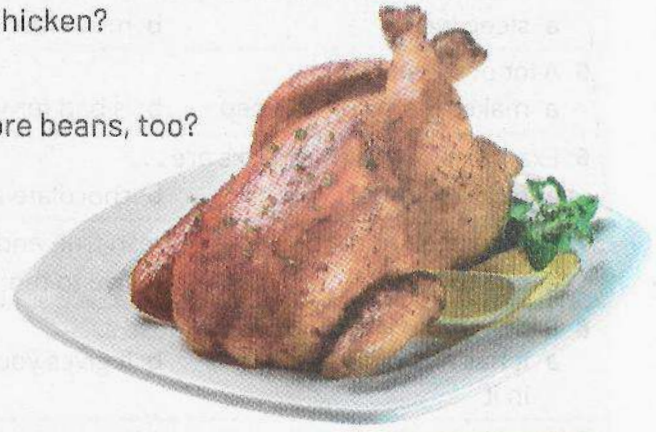


4 Listen to Amal and Huda talking to their grandmother and answer the questions.

1 Where are they? They are at their grandmother's house.
2 What are they doing? .....
3 What are they eating now? .....
4 Why don't they eat the rice pudding? .....

5 Match to make questions and answers. Then listen again to check your answers.

1	[c] Would you like	**a**	I'm really full.
2	[ ] Yes, please, just	**b**	but I really couldn't.
3	[ ] Would you	**c**	some more chicken?
4	[ ] No, thank you,	**d**	a little.
5	[ ] Thank you,	**e**	like some more beans, too?



Language

6 Choose the correct words.

1 (Would) / Do you like a sandwich?'
'Thank you, but I'm really **full / enough**.'
2 'Would / Do you like coffee?'
'No, I don't. I prefer tea.'
3 'There are **a few / a little** grapes left.
Would / Do you like some?' 'Yes, please.'
4 'Would you like a **little / few** salt on your chips?' 'No, thank you.'
5 'Would / Do you like some more pudding?'
'Thank you, but I really **don't / couldn't**.'

Remember!

Use **like** to talk about what we prefer: I **like** orange juice but I **don't like** tea.

Use **would like** to make offers and ask for things:
What **would you like** for breakfast?
I'**d like** some beans, please.

Speaking

7 Work with a partner. Take turns to offer food and drink using expressions from Exercise 6.

1 **Student A:** Offer something to eat.
2 **Student A:** Offer something with it (salad/rice/sugar), etc.
3 **Student A:** Offer something else.

1 **Student B:** Say yes.
2 **Student B:** Say yes (use *a little/a few*).
3 **Student B:** Say no (use *couldn't*).

8 Lesson 3

Reading

1 Complete the quiz.

A healthy food quiz

1 If you want to be healthy, you should eat ... .
a only fruit and vegetables b a lot of meat and cheese c some of all types of food

2 We need to drink ... glasses of water every day.
a eight b two c four

3 **Dairy products** like milk and cheese help us to ... .
a have lots of hair b have strong **bones** c run fast

4 Meat, cheese and nuts have **protein** in them and we need protein to ... .
a sleep well b move fast c have a strong body

5 A lot of sugar ... .
a makes it difficult to sleep b is bad for your teeth c makes you sleep longer

6 Examples of healthy snacks are ... .
a fruit and nuts b chocolate and sweets c salty chips

7 People need to eat ... pieces of fresh fruit and vegetables every day.
a one to two b five to ten c one

8 People often like fast food because ... .
a it has lots of fat and sugar in it b it gives you energy c you can eat a lot of it and not feel full

9 Food is usually healthy and good for you when it is ... .
a expensive b **fresh** c from a big supermarket

Answers
One point for each correct answer:
1c 2a 3b 4c 5b 6a 7b 8a 9b

Score 7–9: Very good! You know all about healthy eating.
Score 4–6: Quite good. You need to learn a little more to be really healthy!
Score 1–3: Not good. There are a lot of things you need to learn about healthy eating.

2 Check your answers and discuss the results in pairs. Do you agree?

Vocabulary

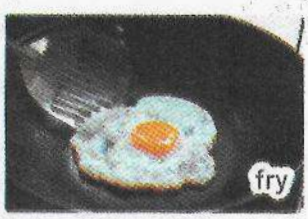
3 Complete the sentences with the words in bold from the quiz.

1 Humans have 210 bones in their bodies. The biggest ones are in our legs.
2 Meat, fish and eggs all have _____ in them.
3 It is better not to keep food in the fridge for a long time but to eat it when it's _____ .
4 We call foods that are made from milk _____ .

4 Look at the photographs and complete the sentences with the correct cooking verbs.













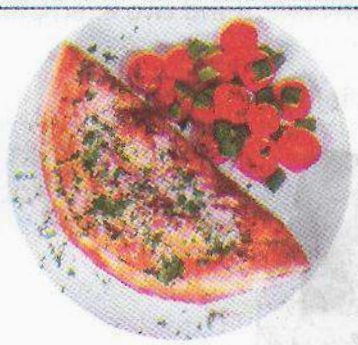
1 The soup is cold. Shall we heat it?
2 Please _____ some tea into my cup.
3 My grandparents always _____ lunch in the dining room at 4 o'clock.
4 Those tomatoes are too big. You need to _____ them into small pieces.
5 Do you prefer to boil or _____ your eggs?
6 Put the eggs in the bowl and _____ them with a fork.

Reading

5 Complete the recipes for an omelette and tomato salad with these instructions.

When the omelette is ready, take it out of the frying pan and serve with salad.
Pour the eggs into the frying pan and cook them in the butter.
Put the chopped vegetables into a bowl.
Chop all the vegetables into small squares.
Add a little oil, salt and lemon juice.
~~Add a little salt to the eggs and milk.~~

How to make an omelette	How to make a tomato salad
1 Beat two eggs in a bowl with little milk.	1 Take two big tomatoes and half an onion.
2 Add a little salt to the eggs and milk.	2 _____
3 Heat some butter in a frying pan.	3 _____
4 _____	4 _____
5 _____	5 Serve the salad with your omelette.



Remember!

Use imperatives to tell people what to do.
Chop the tomatoes! **Don't chop** them too small!
Add salt. **Don't add** too much salt!

8 Lesson 4

Reading

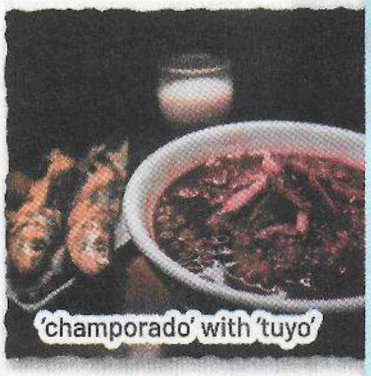
1 Read about some unusual food. Which would or wouldn't you like to try? Why?

Unusual but delicious

Some food **smells** bad or looks **unusual** – but still tastes good!

'Durian fruits' grow in Indonesia and Malaysia. Some fruits can be 30 centimetres long. They are hard and green on the outside, but soft and yellow on the inside. Some people don't want to eat them because they smell terrible, but they are very healthy and **taste delicious**. People use durian fruits to make juice, ice creams and soup.


durian fruit


'champorado' with 'tuyo'

In the Philippines, people eat something called 'champorado' with 'tuyo' for breakfast. 'Champorado' is sweet chocolate rice and 'tuyo' are small salty fish. For most people, it's unusual to eat sweet and salty things together, but it is popular in the Philippines!

In China, people eat eggs that are months or years old! They are called century eggs and they are black and green inside. To make them, people put fresh eggs under the ground for a long time. Century eggs smell a lot and have a salty taste, but lots of people think they are delicious.


century eggs

2 Read the article again and answer the questions.

1 Why don't some people want to eat durian fruits? Because they smell terrible.
2 What is unusual about eating 'champorado' with 'tuyo'? .....
3 In which two ways are century eggs different from normal eggs? .....
4 Which two foods smell a lot? .....

3 Complete the meanings with the correct word from the article in bold.

1 ..... things are different from other things of the same type.
2 We ..... with our noses.
3 We ..... things when we put them in our mouths.
4 I like this fruit because it tastes ..... .



Speaking

4 Ask and answer the questions in pairs.

1 What are some tastes and smells that you like and don't like? Find two examples of things that smell and taste good and bad.
2 What unusual food or drink have you tried? What was it like?

I think that fried chicken tastes really good.

In my opinion, fish smells horrible!



Listening

1 Listen to three teenagers and complete the information with these words.

~~cakes~~ exercise food hungry sleep snacks tired



1 Ali eats too many cakes and doesn't do enough .....



2 Eman never eats fast food or ..... She feels ..... all the time and doesn't get enough .....



3 When Tamer is worried, he doesn't feel ..... His mother gives him too much ..... because she is worried about him.

2 Listen again and answer the questions.

1 Who gives Ali lots of cakes? The cook in his parents' restaurant.
2 Why doesn't Ali have time to do exercise? .....
3 Why doesn't Eman eat snacks? .....
4 When does Eman feel very hungry? .....
5 What is Tamer worried about at school? .....
6 What can't he tell his mother? .....

Life Skills

Make sure you have a balanced diet and eat some of all the types of food. Eat healthy snacks, sleep well and don't worry too much!

Reading

3 Read the advice and answer the questions.

1 Is the advice for Ali, Eman or Tamer? .....
2 Is it good advice? .....
3 Find and underline four phrases which we can use to give advice. The first one is underlined.

It's good that you don't eat fast food, but if you feel very hungry between meals, it's a good idea to have a snack. How about bringing a few healthy snacks to school on the days when you have athletics club? If you want to have more energy, why don't you try eating more food that gives you energy like rice and pasta? Perhaps you could eat a bigger breakfast in the morning, too.

Speaking

4 Work in pairs. Take turns to be A and B.

Student A: You are Ali or Tamer from Exercise 1. Explain your problems to Student B.

Student B: Listen to Student A and give him/her some advice. Use the expressions from Exercise 3 and some of the ideas below.

Speak to your parents. Take small amounts of food but finish them.
Do exercise after school. Explain the problem.
Do some drawing to relax. Exercise can help you relax.

8 Lesson 6

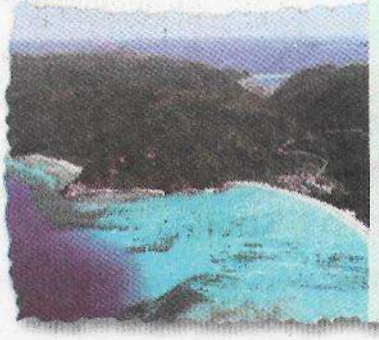
Reading

1 Read about Okinawa and answer the questions.

1 What sorts of food do people in Okinawa eat and not eat? .....

2 Which Okinawan meal is very healthy? Why? .....

3 What is the result of the Okinawans' healthy diet? .....

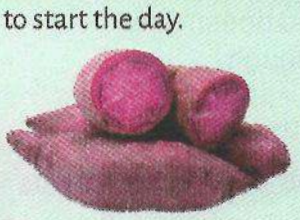


The Okinawan diet



I come from Okinawa in Japan and the diet on my island is very healthy.

This is for three main reasons. Firstly, we eat a lot of fresh vegetables. We eat green, purple and yellow vegetables like spinach, sweet potato and peppers. Furthermore, we don't have much fat in our diet: we only eat a little meat and a few dairy products. Another important thing is that we eat a very healthy breakfast. We have soup with spinach or eggs with rice, and this gives us lots of energy to start the day.


sweet potato


yellow pepper


spinach

As you can see, our diet is healthy. That's why Okinawans live a long time. Some of the oldest people in the world live on my island!

2 Complete the table with the expressions that the writer uses to introduce each point.

Topic sentence	The diet in our country is very healthy.
Point 1 (What Okinawans eat)	1 Firstly .....
Point 2 (What Okinawans don't eat)	2 .....
Point 3 (The third reason the diet is healthy)	3 .....
Conclusion	4 .....

Writing

3 Write about the Egyptian diet and why it is healthy in your notebook.

1 Copy the table and headings in Exercise 2. Make notes on points 1–3 for the Egyptian diet.

2 Write your topic sentence.

3 Decide what to say about Egyptian food in your conclusion.

4 Write the text. Use expressions from Exercise 2 to introduce your points.

Review

1 Match the photos with these words and phrases.

a chop **b** dairy products **c** fast food
d fry **e** juicy **f** pour













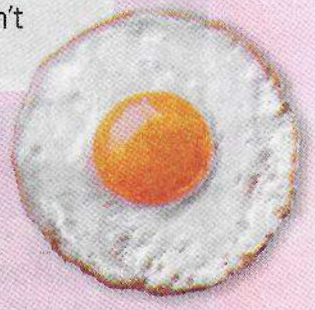


2 Choose the correct words to complete the dialogue.

Leila: [1]Is / Are there any cheese in the fridge? I don't need [2]any / some now, but I want to make a salad later.

Mother: I think there is a [3]little / few cheese. I'm going shopping now. [4]Would / Do you like me to buy [5]some / little cheese at the market?

Leila: Yes, please! Could you get a [6]few / little tomatoes, too? I don't have [7]much / enough for the salad.



3 Match to make sentences about how to make a fried egg.

1	c	Pour a little oil	**a** with green salad.
2		Heat the	**b** for three minutes.
3		Break	**c** into a pan.
4		Fry the egg in the pan	**d** the egg into the pan.
5		Don't forget to	**e** add a little salt.
6		Serve on a plate	**f** oil before you start to cook.

4 Read the situations and take turns to ask for and give advice.

1 Your cousins are coming to visit on Saturday next week. They always make wonderful cakes and sweets for you and you want to make something for them. Unfortunately, you do not know how to cook!

2 You are studying for exams at the moment and you are staying up late and eating a lot of chocolate and biscuits. You do not do any exercise and you spend your free time texting your friends. You feel tired and unhealthy.

Unit 9

Lesson 1

Watch, listen and make

Reading: An internet chat message; a review of an art gallery; *Little Women*; a review of a film

Writing: A short review; a paragraph on a musician

Listening: A report about an orchestra; an invitation on the telephone

Speaking: Saying what people can do; talking about preferences and giving recommendations; inviting a person somewhere

Language: Talking about ability: *can, know how to* and *be able to*

Life Skills: Collaboration; respect for diversity

Discuss

Match the pictures to the activities. What do you think the people are getting ready for?









a painting scenery

b playing instruments

c writing a script

d sewing costumes

e doing make-up

f acting





Find

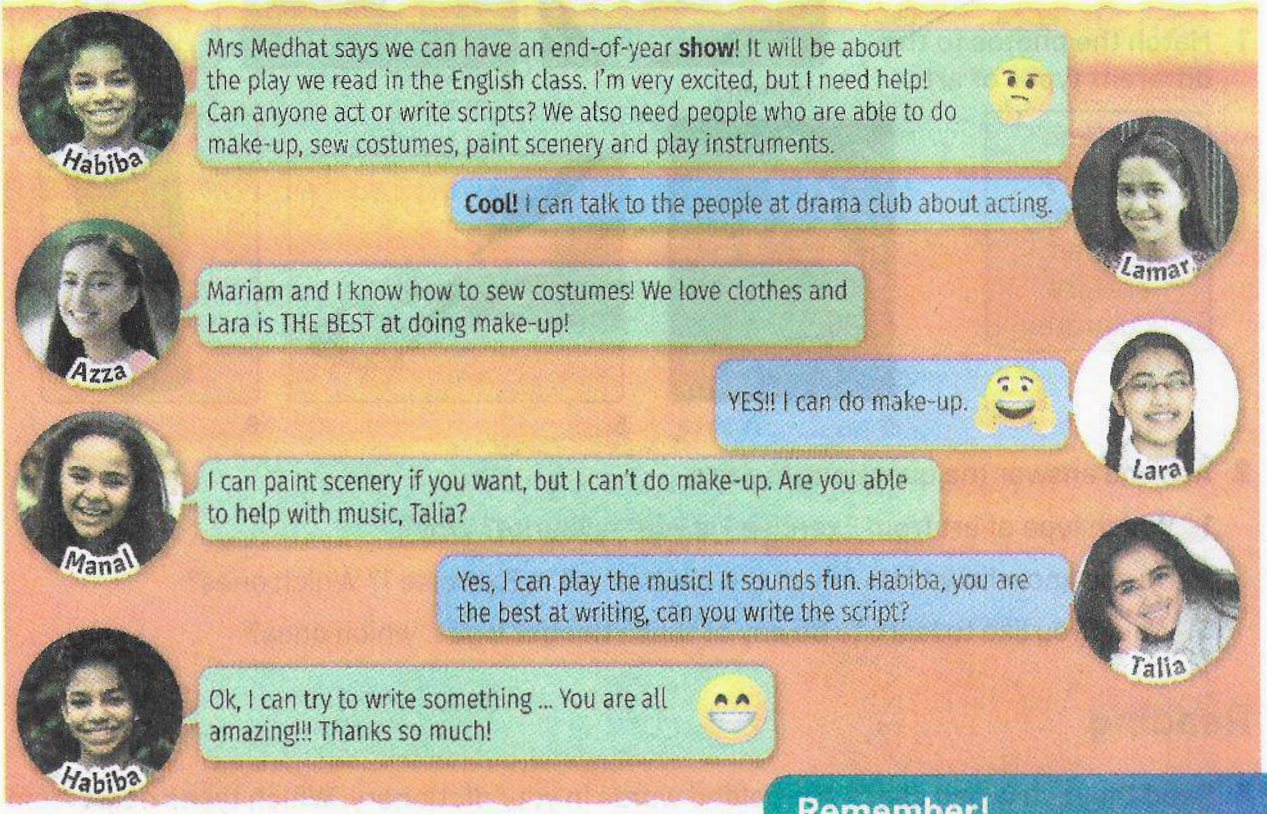
Look through the unit. What are the names of the sisters in *Little Women*?

Research

What are the names of Egypt's most famous concert halls and theatres, and where are they?

Reading

1 Read the chat messages about the activities on page 22. Was your idea in *Discuss* correct?



2 Read the messages again and complete the table in your notebook.

Activity	Name
Acting	Lamar with the drama club

Remember!

Use **can, know how to** or **be able to** to talk about ability:

I **can** paint scenery if you want, but I can't do make-up.

Mariam and I **know how to** sew costumes.

Are you able to help with music?

Language

3 Work in a group and ask and answer questions.

Find someone in the group who ...

- can play an instrument.
- knows how to sew.
- knows how to write a script.
- can paint well.
- is able to act.
- knows how to speak more than two languages.
- is able to swim.

Name

.....
.....
.....
.....
.....
.....
.....

Do you know how to play an instrument?

Yes, I do.

Are you able to swim?

No, I'm not, but I can sew.

9 Lesson 2

Vocabulary

1 Match the photos to the different types of art.

cartoon
~~drawing~~
photograph
portrait
pottery
sculpture



1 drawing



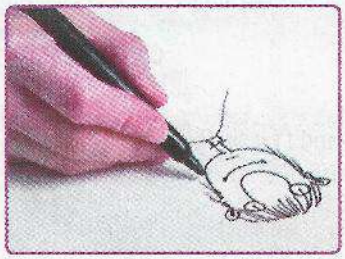
2 .....



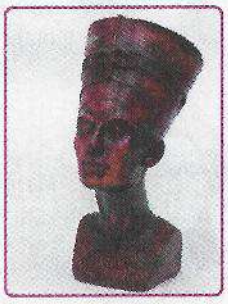
3 .....



4 .....



5 .....



6 .....

2 Ask and answer the questions in pairs.

1 Which type of art from Exercise 1 is your favourite? Why?

2 Do you know how to do any of the types of art in Exercise 1? Which ones?

3 Would you like to learn to do any of these things? If yes, which ones?

Reading

3 Read the review and check the bolded words in your dictionary. Which types of art from Exercise 1 does it describe?

Review of the Museum of Modern Egyptian Art

By Wagdy Badr

Last month, I visited the Egyptian Museum of Modern Art in Cairo. Egypt is famous for its ancient art, but I was interested in seeing art by Egyptians from the 20th and 21st **centuries**.

From my point of **view**, the **artists** were really good because they showed what life was like in Egypt in the past and now. There were portraits of both important and normal Egyptian people. I thought the cartoons were also really cool! I also saw lots of **sculptures**, both big and small.

My favourite thing in the museum was a painting called *Al Madina* by Mahmoud Said. It made me feel happy because it was very colourful.



The best thing about the museum is that it is **free** to visit! I **recommend** visiting it if you are in Cairo, but it's a good idea to go early when it is not very busy.

4 Read the review again and answer the questions.

1 When did Wagdy visit the museum? He visited it last month.

2 Is the art only from this century? .....

3 Who were the portraits of? .....

4 What was the name of Wagdy's favourite thing in the museum and why did he like it? .....

5 How much is it to visit the museum? .....

6 Would you like to visit the Museum of Modern Art? Why? .....



5 Work in pairs. Complete the table with the phrases from the review. Can you think of any other phrases to add to the chart?

Description	Giving opinions	Talking about preferences	Giving recommendations
famous	From my point of view	My favourite thing	I recommend

Speaking

6 Work in a small group.

1 Think of a famous example for each of the things below.

A song: .....

A film: .....

A sculpture: .....

A TV programme: .....

A book: .....

A painting: .....

2 Discuss each of the things above using some of the expressions from Exercise 5.

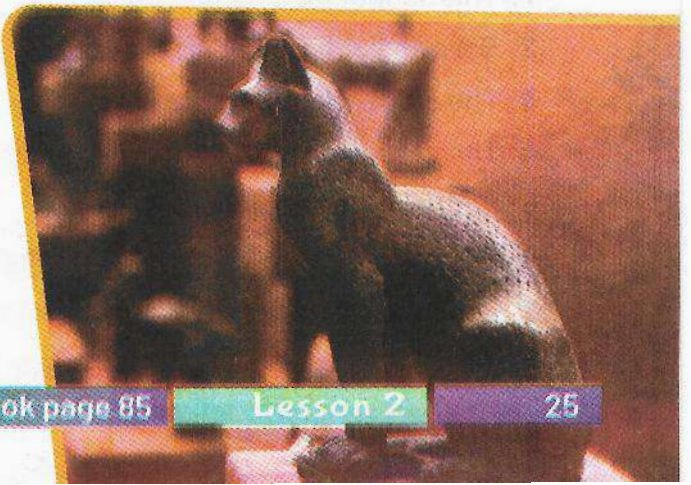
Did you like the film of *Oliver Twist*?

I thought it was great! I recommend watching it.

Writing

7 Choose one of the things from Exercise 6. Write a short review. Include the following using the words and expressions from the table in Exercise 5:

- a description
- a preference
- an opinion
- a recommendation



9 Lesson 3

Listening

1 Ask and answer the questions in pairs.



1 What type of music do you think the orchestra in the photo are playing? Do you think you would like the music?

2 Do you think it is difficult to be a musician? Why?

3 What skills do you think musicians need?

4 What type of music do you usually listen to?



2 Listen to a radio report about the Al Nour Wal Amal Chamber Orchestra. What is special about the orchestra?

3 Listen again. Are these sentences true (T) or false (F)? Correct the false sentences.

1 This school for girls is in Cairo. T

2 Boys and girls can go to the school. .....

3 The students play music all day. .....

4 The orchestra plays in different countries. .....

5 Some of the musicians are blind. .....

6 The orchestra only plays Arabic music. .....

7 The musicians can read music with their hands. .....

8 The musicians remember the music that they play .....

Did you know?

Many blind people read using a special kind of writing called Braille. It takes its name from Louis Braille, a blind Frenchman who invented it in the 1820s.

Speaking

4 **Ask and answer the questions in pairs.**

1 Did you find anything surprising about the Al Nour Wal Amal Chamber Orchestra? What was it? Why was it surprising?

2 What do you think would be the most difficult thing about being blind? Why?

3 Do you think it is a good idea to have special schools for blind people? Why?



Life Skills

Try to help disabled people by remembering the problems that they can have. Tick the things that you think will help a disabled person.

- ☐ Do not leave bags on the floor on public transport.
- ☐ Tell a blind person about objects on the street.
- ☐ Shout at a person if you think they can't hear you.
- ☐ Ask a person in a wheelchair if they need help.

5 **Listen and repeat the names of these musical instruments. Which is your favourite?**



6 **Work in pairs.**

Student A: You are a radio reporter. Write five questions you would like to ask one of the musicians of the Al Nour Wal Amal Chamber Orchestra. Then ask your questions to Student B.

Student B: You are one of the musicians in the Al Nour Wal Amal Chamber Orchestra. Imagine your life. For example: What's your name? What instrument do you play? Choose one from the photos above. Do you like being in the orchestra? Make some notes. Then answer Student A's questions.

Writing

7 **Write a paragraph about a musician from Al Nour Wal Amal Chamber Orchestra in your notebook. Use your ideas from Exercise 6 and include the following information:**

- an introduction to the orchestra and the musician (name, instrument, etc.)
- any interesting information from the interview
- your opinion of the orchestra and a recommendation

9 Lesson 4

Reading

1 *Little Women* is a story about four sisters. Work in pairs. Look at the pictures and discuss the questions.

1 What are the characters doing in the picture?

2 Where do you think they are?

3 Do you think that the characters have a good relationship? Why/Why not?

2 Read the story and check your answers to Exercise 1.

3 Look at the verbs in red in the text. Use a dictionary to check the meaning. Write them in your notebook.

Little Women *By Louisa May Alcott*



Meg, Beth and Amy were sewing when Jo came into the room with a newspaper. She sat down and started to read it.

"Anything interesting?" asked Meg.

"Oh, only a story," Jo replied.

"What's it called?" asked Beth. She wondered why Jo was hiding behind the newspaper.

"It's called *The Rival Painters*," said Jo.

"Why don't you read it to us?" asked Amy.

Jo started to read it very quickly. The girls listened carefully. The story was very sad.

"I liked it," said Meg at the end. She was crying a little. "Isn't it strange that the characters are called two of our favourite names?"

Beth saw Jo's face. "Who wrote the story?" she asked.

Jo jumped up, threw the paper down and said, "Your sister!"

"You?" shouted Meg. "It's very good!" said Amy.

"I knew it! I knew it! Oh, I am so proud!" said Beth, hugging her sister.

Speaking

4 Work in pairs.

Student A: Choose a verb from the box. Act out the word.

Student B: Try to guess what word Student A is acting. Then swap roles.

cry hide hug jump read sew throw wonder write

5 Ask and answer the questions in pairs.

1 Why do you think that Jo reads the story before she tells them she wrote it?

2 Why does Beth say she is "so proud"?

3 Do you think that Beth really knew that Jo was the writer? Why/Why not?

4 Do you think it is difficult to write a good story? Why/Why not?

5 How do you feel if someone in your family does something well?

Speaking

1 Ask and answer the questions in pairs.

1 Do you ever watch films of famous books? If yes, which ones and do you like them?

2 Would you like to see a film of *Little Women*? Why/Why not?

Listening

2 Listen to a telephone conversation between two friends and complete the notes.





Where: [1] Warda's house
When: [2]
What: [3]
What they should bring: [4]
Time: [5]

3 Listen again. Complete these phrases from the conversation.

1 I was wondering if you would like to ...?
2 ..... you like to watch ...?
3 Shall I .....?
4 ..... you bring some ...?
5 What time ..... I come?

4 Which of the phrases from Exercise 3 do you use for the following?

1 invitations ... 1 ... and .....
2 requests .....
3 offers .....
4 asking for information .....

Speaking

5 You are going to invite someone to your house. Circle the event, then complete the notes.

What: watch a film / listen to music / a family party / other
When:
Where:
What they should bring:
Time:

6 Work in pairs. Take turns to invite your partner to your event from Exercise 5. Use some of the expressions from Exercise 3.

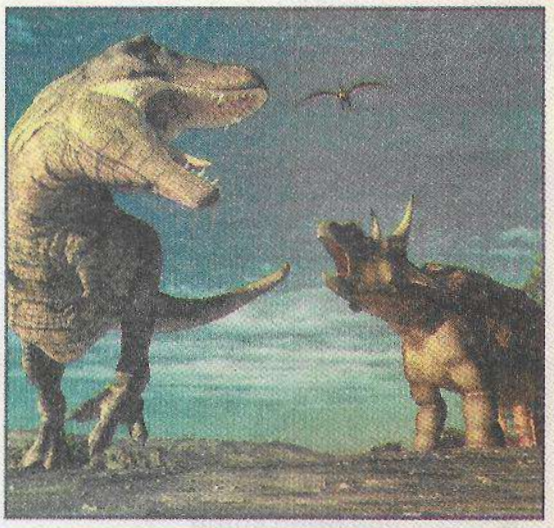


I was wondering if you would like to come to my house tomorrow?

9 Lesson 6

Writing

1 Read the film review. Does the writer like the film or not?



A review of *Jurassic World*

Jurassic World is an adventure film. The stars of the film are Chris Pratt and Bryce Dallas Howard. It is about a **theme park** where scientists have helped dinosaurs to live again! Then some of the dinosaurs **escape**. What will happen?

I thought the **action** was exciting and my favourite thing was the scary dinosaurs; they look very real. But, in my opinion the story isn't very interesting or new. I recommend this film if you like exciting and scary films, but not if you want a good story.

2 Read the review again and answer the questions.

1 What type of film is *Jurassic World*? It's an adventure film.
2 What word does the reviewer use instead of *actors*? .....
3 Where does the film happen? .....
4 What problem happens in the film? .....
5 What does the writer like best about the film? .....
6 What doesn't the writer like about the film? .....

3 What order does the writer put the following information in the review? Listen and check your answers.

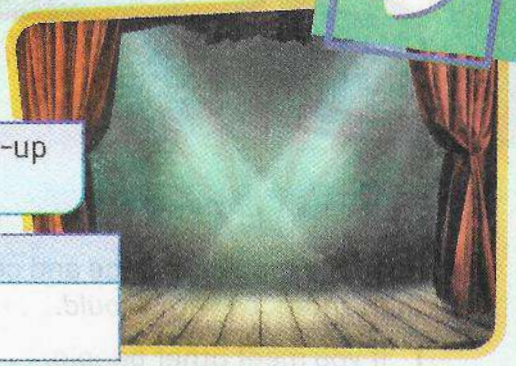
a [ ] Write about what they don't like about the film
b [ ] Recommend or not recommend the film
c [1] Give some information about the film (type, main actors, etc.)
d [ ] Write about what they like about the film
e [ ] Write something about the story of the film

4 Write a film review.

- Think of your favourite film or the last film you saw and write a review in your notebook.
- Remember to use describing words to say what you think about it (exciting, boring, interesting, amazing, cool, etc.).

5 Read your partner's review. Would you like to see the film they wrote about? Why/Why not?

Review



1 Complete the table.

cry ~~costume~~ escape hug instrument make-up musician orchestra scenery

Play	Concert	Verbs
costume		

2 Look at these words. Tell your partner three things you can do and three things you can't do.

do calligraphy draw make films make pottery make sculptures paint take photos write stories

I'm able to draw and paint, but I don't know how to do calligraphy.

3 Complete the conversation with the correct words. Then listen and check your answers.

cool could Shall should ~~wondering~~ Would

Sami: Hi Omar, I was [1] wondering if you were busy tonight.

Omar: No, I'm not busy. Why?

Sami: [2] ..... you like to come to my house to listen to some music?

Omar: Yes, that sounds [3] .....! [4] ..... I bring anything?

Sami: Yes, [5] ..... you bring your guitar and we can play some songs, too?

Omar: Good idea! What time [6] ..... I come?

Sami: About 8 pm. See you then!

Project

Give a presentation about your favourite artist, actor or musician.

1 Work in a small group. Decide on an artist, actor or musician that you all like.
2 Research some information about this person's life and work.
3 Make a presentation. Include:
- information about their life
- why they are famous
- your opinion about why you like them

4 Present your ideas to the class.



Ammar El Sherei
An Egyptian musician

Review C Lesson 1

Reading

1 Read the medical advice and complete the sentences with *should*.

1 If you meet other people, you should stand 1.5 metres from them.

2 If you enter or leave the stadium, ...

3 If you are a player, ...

4 If you are not a player, ...

5 If you have an interview after the game, ...



Medical advice for people at the 2021 Handball World Championship

- Stand 1.5 metres from other people.
- Enter and leave the stadium through the correct doors.
- Take a test for **COVID-19** every 72 hours.
- Only players do not need to wear a **mask**.
- Only online interviews after games.

2 Choose the correct words.

There will be a [1] lot of / little players at the 2021 Men's Handball World Championships. The Championship's medical committee want to make sure that all the people at the competition [2] are able to / know how play together safely. For that reason, they want only [3] a few / little people to use the doors to the stadium at the same time. People who are not playing need to wear a mask. You can find [4] a lot / a little of these just outside the stadium and they are free to use. All players should [5] can / know how to get a COVID-19 test every 72 hours.

Reading

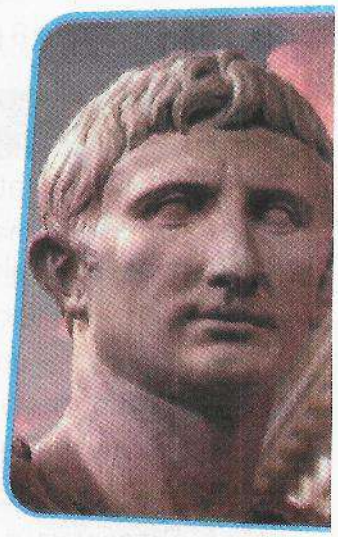
3 Complete the review with these words.

acting action costume play script scenery

Review of *Julius Caesar*

Last night, I went to see *Julius Caesar*. It's a [1] play by the English writer William Shakespeare, but it's about a Roman **ruler**. Caesar's [2] ..... made him look very important! The [3] ..... was amazing and it really looked like Ancient Rome.

In my opinion, the story is very sad and I cried at the end. From my point of view, the actor who played Caesar was the best but all the [4] ..... was very good. I will never forget this play, but there wasn't much [5] .....; it was mostly talking. And it was three hours long! If you watch a Shakespeare play, you should know that the language of the [6] ..... is different to modern English so it can be difficult to understand, but I liked it.



3 What did the writer like about the play? What didn't he like? Write in your notebook and say why.

Speaking

1 You are at a picnic with your partner. Work in pairs.

1 Ask your partner what he or she likes from the picture.

2 Take turns to offer each other the food and drink with *would like*, *a little* or *a few*.

3 Reply to the offers, but say no to one thing. Say why.

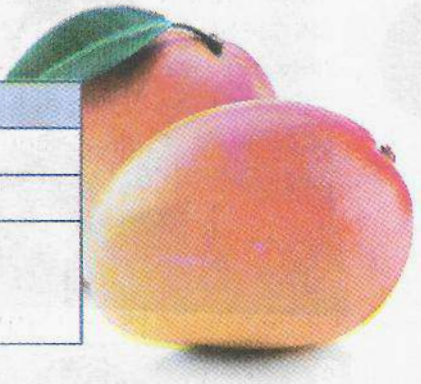


Listening

2 Listen to Heba and Sara talking about food. What do they spend too much time doing?

3 Listen again and complete the table.

	Heba	Sara
Favourite food	mangos	
Knows how to make		
Problems		



Speaking

4 Look at the problems in the table. Do you think that Heba and Sara have the right amount of exercise, sleep and healthy food? Agree on advice that you could give them.

Writing

5 Read the notice and write an email to Mr Zaki in your notebook.

- Introduce yourself (name, age, etc.) and say why you are writing.
- Say why you would like to help.
- Talk about three things you know how to do which will be useful.
- Say that you are looking forward to hearing from him.

HELP WITH SPECIAL CONCERT AT CHILDREN'S HOSPITAL!

You don't need to know how to play an instrument or sing, but we need people who can paint scenery, help with make-up and costumes and help the children before and after the concert.

Email Mr Zaki, the music teacher, if you would like to help.

Unit 10

Lesson 1

We are what we wear

Reading: An article about Egyptian clothes now and in the past; a blog about what teenagers wear; a text about linen and cotton; an advert

Writing: An advert to sell something

Listening: People talking about their clothes; a conversation in a clothes shop

Speaking: Discussing and describing clothes; shopping for clothes

Language: Adjective order; *one, ones*

Life Skills: Respect for diversity

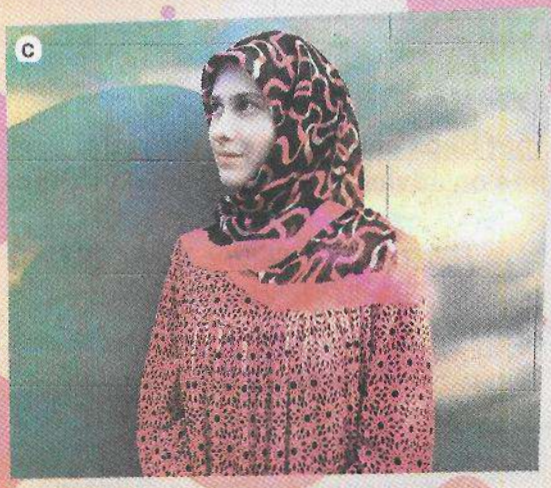
Quiz

Find these items in the photos. Who can finish first?

belt earrings handbag headscarf galabeya sandals scarf sunglasses trainers









Research

What type of material is best for a hot climate?

Find

Look through the unit. Why is Egypt good for growing cotton?

Speaking

1 Discuss these questions in pairs.

1 What other types of clothes can you see in the photos on page 34? Describe them with your partner.

2 Whose clothes do you think look ...

- the smartest?
- the most colourful?
- the most traditional?
- the most casual?
- the most comfortable?
- the nicest?

Listening



2 Listen to four people talking about their clothes. Match the people with the photos on page 34.

1 Huda: Photo [a]
2 Tarek: Photo [ ]
3 Sara: Photo [ ]
4 Adam: Photo [ ]

3 Listen again and answer the questions.

1 How does Huda like to feel in her clothes? Comfortable and relaxed
2 Who gave Huda her sunglasses? .....
3 When does Tarek wear this type of clothes? .....
4 Why does Tarek wear these clothes? .....
5 Where did Sara buy her headscarf? .....
6 What does Sara say about the colour of her headscarf? .....
7 Why is Adam wearing these clothes? .....
8 Who does Adam think he looks like? .....



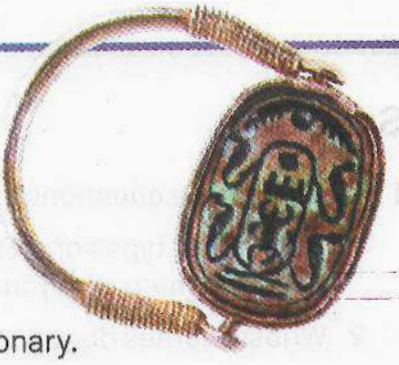
Life Skills

1 Do you think what people wear is important? Why?
2 How do you decide what to wear? Do you listen to the opinions of your friends and family about clothes?
3 What things can you know about someone from his or her clothes? What can't you know?

Did you know?

People started wearing clothes about 170,000 years ago, probably to keep warm!

10 Lesson 2



Reading

1 **Discuss these questions in pairs.**

1 What are these materials? Check the meanings in a dictionary.

cotton glass gold leather linen plastic metal wool

2 What do you think the clothes and jewellery in the picture are made of?

3 What are the clothes you are wearing today made of?

2 **Read about clothes in Ancient Egypt. What did the people love to wear?**

Clothes in Ancient Egypt

In Ancient Egypt, men and women wore similar clothes. They both wore **loose**, white, linen clothes with a belt. Most of the time, Ancient Egyptians did not wear shoes but people sometimes wore expensive leather sandals. Children did not usually wear many clothes until they were about six years old. Then they started to wear the same clothes as their parents.

Although Ancient Egyptians' clothes were simple, they loved to wear **heavy**, metal jewellery. Like some people today, they liked to wear beautiful gold **necklaces** and other jewellery.



3 **Read the text again. Are these sentences true (T) or false (F)? Correct the false sentences.**

1 In Ancient Egypt, men and women didn't dress very differently. T

2 Clothes made of cotton were popular.

3 Not many people wore shoes.

4 Small children wore many clothes.

5 Sandals cost a lot of money.

6 People never wore expensive jewellery.



4 **Discuss these questions in pairs.**

1 How are the clothes we wear today different from those in Ancient Egypt?

2 How are they similar?

3 Do you think Ancient Egyptian clothes look nice? Why?

Language



5 Put the adjectives in the correct order.

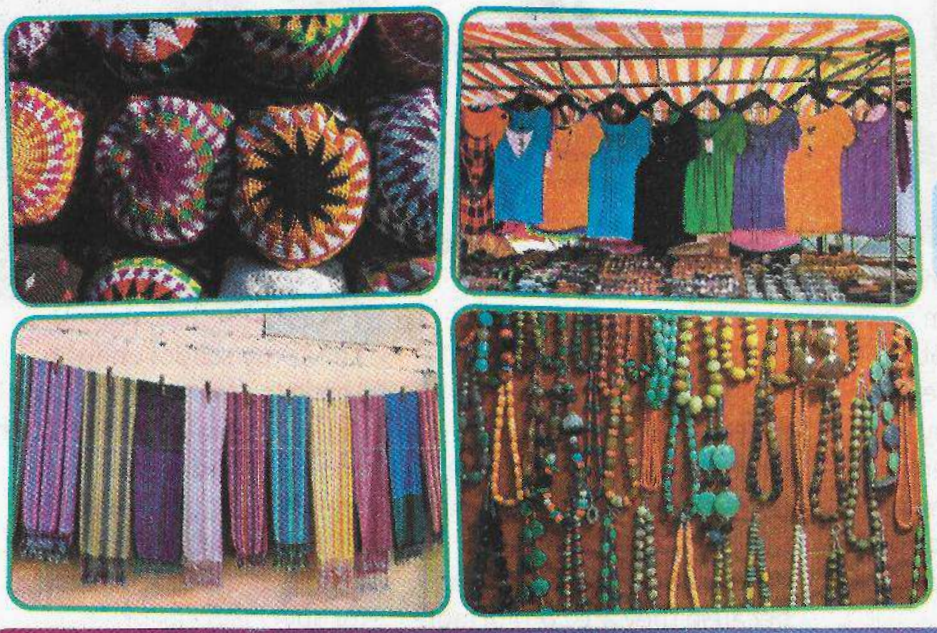
1 skirt (blue / beautiful) It's a beautiful, blue skirt.
2 scarf (colourful / cotton) .....
3 necklace (old / short / gold) .....
4 shoes (leather / strange / big) .....
5 sunglasses (black / expensive / plastic) .....
6 jumper (purple / nice / wool) .....

6 Write a sentence describing a favourite item of clothing. Use two or more adjectives.

My favourite item of clothing is .....

Speaking

7 Work in pairs. Take turns to describe something in the photo for your partner. Try to find the item your partner is describing.





It's a striped, pink, cotton scarf.

It's a beautiful, brown and orange necklace.



Adjective order

Use more than one adjective in this order. Do not use more than three or four adjectives.

Size/Description	Shape	Age	Colour	Material	Noun
big/pretty	long	old	green	cotton	dress

Rich Egyptians wore **beautiful, gold** necklaces.

She likes **loose, white, linen** clothes. He wore a **green, cotton** shirt.

10 Lesson 3



Reading

1 Discuss these questions in pairs.

1 How do you choose what you wear? Do you care more about how you look or being comfortable?

2 Do you ever make your own clothes or borrow clothes from your family? Why?

3 What do you wear for special occasions?

2 Read the blog. Where did the three people get the clothes they talk about?

What do you wear?

This week, we asked three Egyptian teenagers what they wear and why. Use the dictionary to find the meaning of difficult words.

Noha



I bought this shirt from a shop in Cairo, but I'm trying to buy fewer clothes. Clothes factories cause a lot of pollution, so they are bad for the environment. So sometimes I **borrow** my sister's clothes. She borrows mine, too, because we are the same **size**.

Ayman



These trainers were my dad's. He never wore them, so I asked if I could have them. I like doing sport and these trainers are much better than the ones I used to wear. I usually wear sports clothes because they are comfortable.

Dalida



This is my school uniform. I have to wear it every school day. That beautiful dress is the one my grandmother made me for my cousin's wedding. She's amazing at sewing. She always makes us clothes for special occasions.

3 Read the blog again. Tick (✓) the correct people.

Who ...	Noha	Ayman	Dalida
1 chooses clothes that are good for a hobby?		✓	
2 often wears the same clothes?			
3 has clothes someone else used to own?			
4 is trying to change how they shop?			
5 has their clothes made by a family member?			

Language

4 Read and correct the underlined words.

1 Where did you get that sunglasses? those
2 Shall I buy this blue T-shirt or that green ones? .....
3 Do you prefer these dress or that one over there? .....
4 I bought this shoes last week in the market. .....
5 Those earrings are the one my mum gave me. .....

one, ones

Use **one** (singular) or **ones** (plural) to replace repeated nouns in a sentence.

That beautiful dress is the **one** my grandmother made me.

These trainers are much better than the **ones** I had before.

Speaking

5 Discuss these questions in pairs.

1 How many pairs of shoes do you have? Which ones are your favourite?
2 Which clothes shops do you like? Which one is your favourite?
3 How many bags do you own? Which one is your favourite?



How many pairs of shoes do you have?

I have about four pairs of shoes, but my trainers are my favourite ones.



Remember!

Use **this** (singular) or **these** (plural) to talk about things near us.
This shirt is from a little shop in Cairo. **these** were my dad's.
Use **that** (singular) or **those** (plural) to talk about things not near us.
That beautiful dress is mine. **Those** skirts are my sister's.



Writing

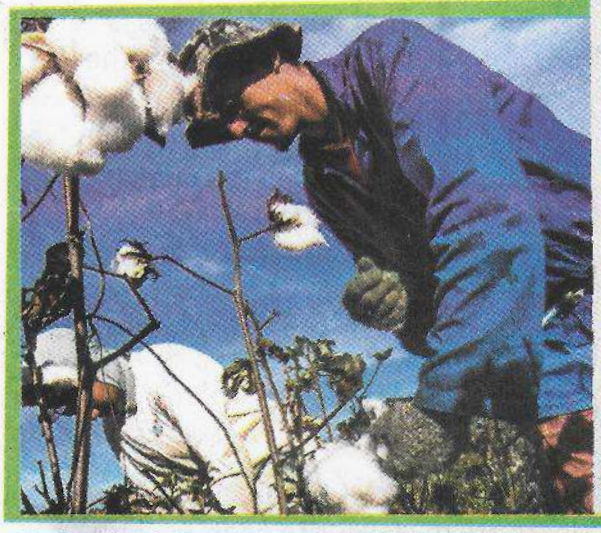
6 Write about a special item of clothing.

- Describe what it looks like.
- Say where you got it.
- Explain when you wear it and why you like it.

10 Lesson 4

Reading

1 Read the article. Did the Ancient Egyptians make the same types of material as now?



Egyptian linen and cotton

[1] Egypt is famous for growing **crops** to make material. The Ancient Egyptians grew plants by the Nile to make linen. Almost everyone wore clothes made of linen and they also used the plants to make baskets.

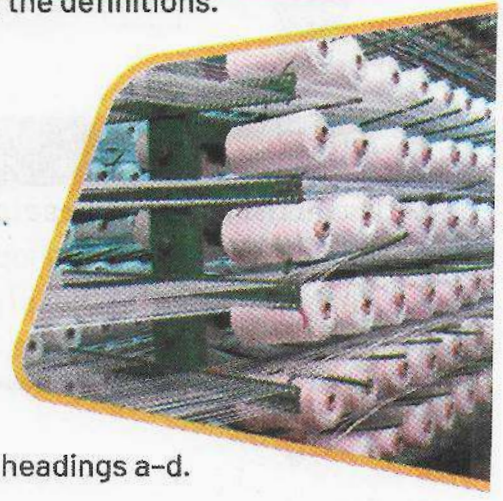
[2] Today, Egyptian cotton is famous all over the world. Because cotton from Egypt is very good, it is often used to make **luxury** clothes and things for homes. Many people work in the cotton **industry**, from farmers to people making or selling clothes and material.

[3] The climate and soil in Egypt are **perfect** for growing cotton. Water from the Nile is still used for the crops. All of the cotton is **picked** by hand to keep it **soft**.

[4] When you grow cotton, it uses a lot of water and **chemicals**. Now, the government is trying to help farmers to protect the **environment** and use less water.

2 Look at the words in bold in the text. Match the words and the definitions.

1 not hard to touch soft
2 expensive and good quality .....
3 (flowers or fruit) broken off a plant .....
4 a large amount of plants that are grown to be sold .....
5 something produced by a scientific process .....
6 as good as it is possible to be .....
7 a business making things to sell .....
8 the people and things around you in your life .....



3 Read the article again and match paragraphs 1–4 with the headings a–d.

a ☐ Modern cotton
b ☐ A greener future
c [1] Linen in the past
d ☐ Why cotton is grown in Egypt

Speaking

4 Discuss these questions in groups.

1 Can you think of any ways that cotton farmers can do to protect the environment and use less water?
2 What other industries are important to Egypt?
3 Do you think it is important for businesses to help the environment? Why?

Speaking

1 Discuss these questions in pairs.

1 Do you own anything that is made from Egyptian cotton? What is it?

2 Where do you usually buy clothes?

Listening

2 Listen to a conversation in a shop and answer the questions.

1 What does the girl want to buy? A dress

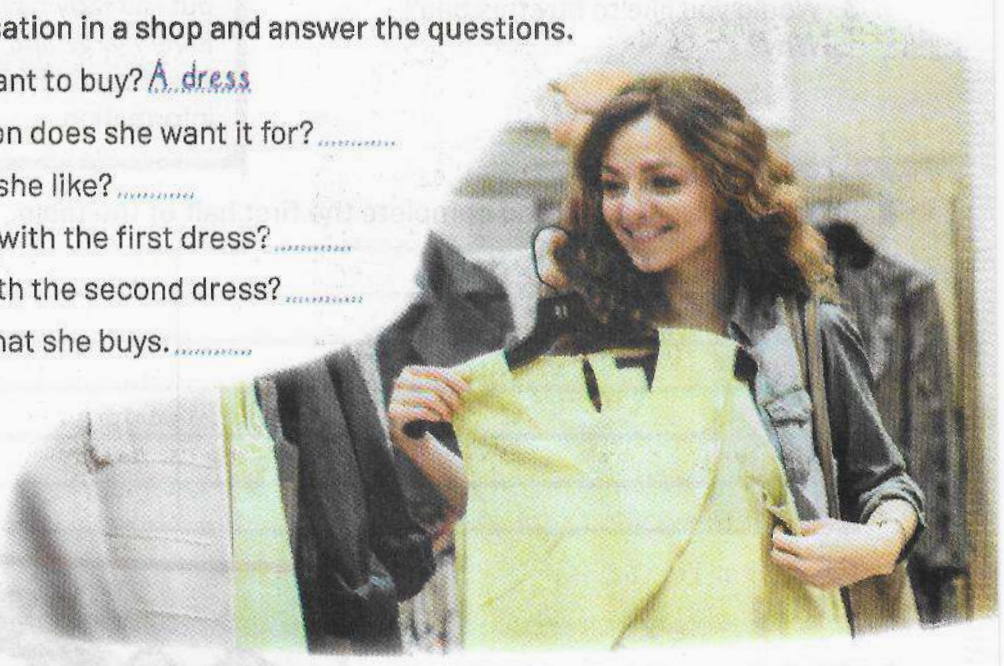
2 What special occasion does she want it for? .....

3 What colour doesn't she like? .....

4 What is the problem with the first dress? .....

5 What does she do with the second dress? .....

6 Describe the dress that she buys. .....



3 Listen again and put these phrases in the order that you hear them.

a [ ] Do you have a smaller size?

b [ ] I'd like something like this.

c [ ] I'll take it!

d [ ] Could I try it on?

e [1] Can I help you?

f [ ] Does it fit?

g [ ] The changing room is here.



Speaking

4 Work in pairs. Take turns to be A and B.

Student A: You are a customer in a clothes shop. You want to buy something for a special occasion. Remember to try it on to check the size!

Student B: You work in a clothes shop. Help Student A find something to buy. Remember to ask what he or she wants and help him or her to find the right size, colour, etc.

10 Lesson 6

Reading

1 Read the advert and answer the questions.

1 Who do you think wrote the advert? .....

2 Why is the person selling the bag? .....

3 Would you like to buy this bag? Why? .....

BAG FOR SALE



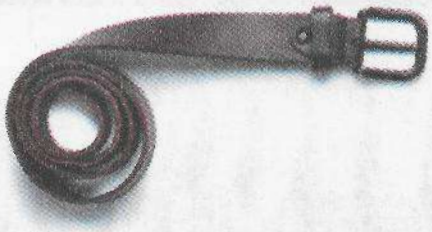
I'm selling a beautiful, new, black leather handbag. It was a present for my birthday but I already have one that is the same! It is very large and perfect for work or school. The price is LE500. Email me for more information.

2 Read the advert again and complete the first half of the table.

To sell:	a handbag	
Age:		
Colour:		
Material:		
Size:		
Price:		

Writing

3 Think of something you could sell. Complete the second half of the table in Exercise 2.





4 Write an advert for the thing you want to sell in your notebook.

- Use the information from the second half of the table.
- Include extra information. For example, give your opinion of the object (beautiful, cool, etc.), where it is from or why you are selling it.

Speaking

5 Read your partner's advert. Do you want to buy what they are selling? Why/Why not?

I'd like to buy your belt because I need a new one and yours looks very nice.



Review

1 Describe something in the picture to your partner. Do not say its name. What is it?



2 Look at the picture again. Write a description of four things using two or more adjectives.

1 She is wearing a nice, long, blue scarf.
2 .....
3 .....
4 .....

3 Choose the correct word.

1 I like this / these smart, red, cotton T-shirt.
2 Are you wearing your brown shoes or the black one / ones?
3 Can I buy those / that earrings in the window?
4 I like ones / that black, leather handbag! Is it new?
5 Which socks are you going to wear? These one / ones or those ones / that ones?
6 This / That market is amazing! There are so many cool things here.

4 Complete the conversation in a shop. Then role-play the conversation in pairs.

changing fit ~~help~~ like size take try

Shopkeeper: Can I [1] help you?
Customer: Yes, I'd [2] ..... to buy these jeans, but could I [3] ..... them on first?
Shopkeeper: Of course, the [4] ..... room is over there.
Customer: Thank you.
Shopkeeper: Do they [5] ..... you?
Customer: No, they're too small. Do you have a bigger [6] .....?
Shopkeeper: Yes, here you are.
Customer: They're great. I'll [7] ..... them.

5 Write a short advert to sell these sunglasses.



Unit 11

Lesson 1

The future of our planet

Reading: Online posts about helping the environment; texts about a school trip; an article about teenage inventors; a postcard
Writing: A paragraph about an environmental problem; a holiday postcard
Listening: Identifying what is going to happen; a radio programme about environmental problems; a teacher talking about drones; a discussion about making arrangements
Speaking: Making predictions and future plans; suggesting solutions; giving opinions
Language: *be going to* and the present continuous for the future
Life Skills: Problem solving; Negotiation; Collaboration

Discuss

What are the people doing? How are they helping the environment? Match a verb and a noun with each photograph. Then listen and check.

install	pick up
plant	recycle
reuse	save

mobile phones	plastic bottles
rubbish	solar panels
trees	wildlife



plant trees











Research

Find out about a project started by a teenager or teenagers to help the environment.

Find

Look through the unit. Where do people want to plant trees at Ras Mohammed?

Reading

1 Read some online posts from teenagers who want to help the environment. Match each post with one of the photos from page 44. Use a dictionary to search for difficult words.

1 ☐ The rivers in Kaziranga National Park in India often flood and the problem is getting worse because of climate change. Later this year, I'm going to help my father to save wildlife from the flood water. This can be dangerous, but my father works in the park and he knows how to keep me safe!

2 ☐ There's a lot of air pollution from the traffic in our city and this is very unhealthy. Trees are good for the environment and help **reduce** air pollution – so next week, we're going to plant trees on the **roof** of our school and make a school roof garden.

3 ☐ I love phones, but I know that throwing away old phones can be bad for the environment. I started a project in school to recycle mobile phones. From tomorrow, people are going to bring us their old phones and we're going to reuse parts from them to repair other phones.

2 Read the posts again. Are these sentences true (T) or false (F)?

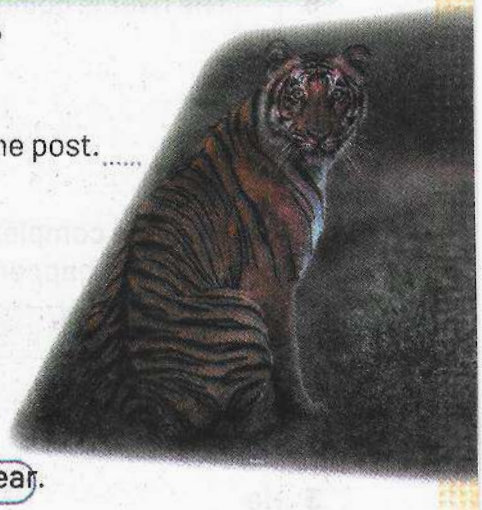
1 In Kaziranga National Park, it sometimes rains a lot. T

2 The work in India is dangerous for the person sending the online post. .....

3 The roof garden will help people to be more healthy. .....

4 They are going to plant trees in front of their school. .....

5 It is a good idea to throw away old mobile phones. .....



Language

3 Choose the correct word.

1 The boy in India is going to help his father **today** / **later this year**.

2 The students are going to plant trees **tomorrow** / **next week**.

3 People are going to bring in their old phones from **tomorrow** / **next Saturday**.

be going to for intentions

Use **be going to** + verb to talk about your intentions for the future.

I'**m going to** help my father.

What **are** you **going to** do?

He **isn't going to** throw away his old phone.

How **is** she **going to** help the environment?

Speaking

4 Make questions about your future intentions. Then ask and answer the questions in pairs.

1 do / at the weekend? / are you / What / going to
What are you going to do at the weekend?

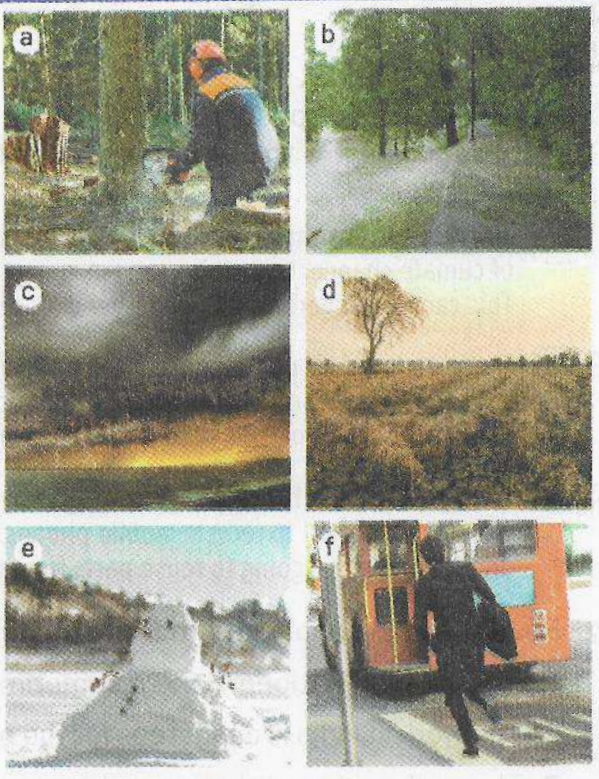
2 are / Where / to go / next holiday? / you going / for your .....

3 your / improve / are you / How / English? / going to .....

4 recycle / your / Are you / going to / old? /mobile phone / when / it's .....

11 Lesson 2

Language



1 What is going to happen? Match the photos with the sentences.

1 [e] The snow is going to melt.
2 [ ] There's going to be a drought.
3 [ ] He isn't going to catch the bus.
4 [ ] The tree is going to fall down.
5 [ ] There's going to be a storm
6 [ ] The river is going to flood.

Listening

2 Listen and complete the sentences with the correct form of these verbs to say what is going to happen.

~~be late~~ get off get up go swimming go to bed win

1 They *are going to be late.*
2 Huda .....
3 He .....
4 They ..... the bus.
5 Farida ..... the race.
6 Omar .....

be going to for making predictions

Use **be going to** + verb to make predictions about the future based on what we can see or know (existing evidence).

It **is going to** rain. (I can see some dark clouds.)

The students **are going to do** very well in their exams. (They always get good marks.)

Speaking

3 Work in groups. Make predictions about the following with *be going to*. Which group can make the most sentences?

1 The students didn't do their homework.

The teacher is going to be angry. | The students aren't going to understand the lesson. | They are going to have to do extra homework tonight.

2 My alarm clock didn't go off this morning.
3 It's nearly the end of the holidays.
4 It's lunchtime but I forgot my lunch.
5 Hanna's phone is ringing.

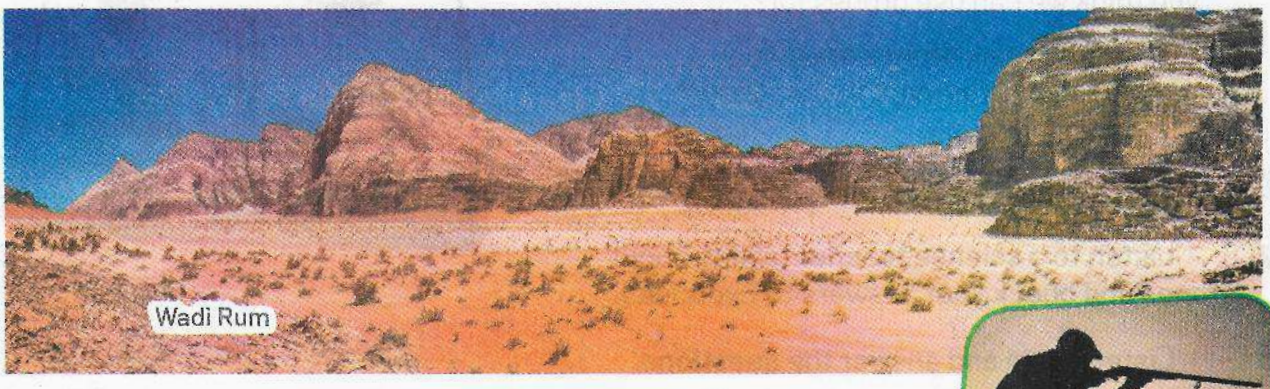
Listening

4 Discuss these questions in pairs.

1 Do you know the place in the photograph? Where is it?

2 What kind of environment is it?

3 What sort of environmental problems do you think there are here?





5 Listen to a radio programme about beautiful places in the world and check your answers to Exercise 4.

6 Listen to the programme again and complete the table.

ENVIRONMENTAL PROBLEMS	Tourists leave rubbish. Some tourists drive across the desert which can damage ..... Hotels use ..... Hunters ..... desert animals.

Speaking

7 Work in small groups. Discuss the four environmental problems in the table and try to find a solution for each one. Use some of these expressions.

- Make ... more expensive ...
- Stop people from ... -ing
- Use camels ...
- Recycle ...
- Ask local people to ...
- Build ....

I think they should stop people from driving across the desert.

8 Present your solutions to the class.

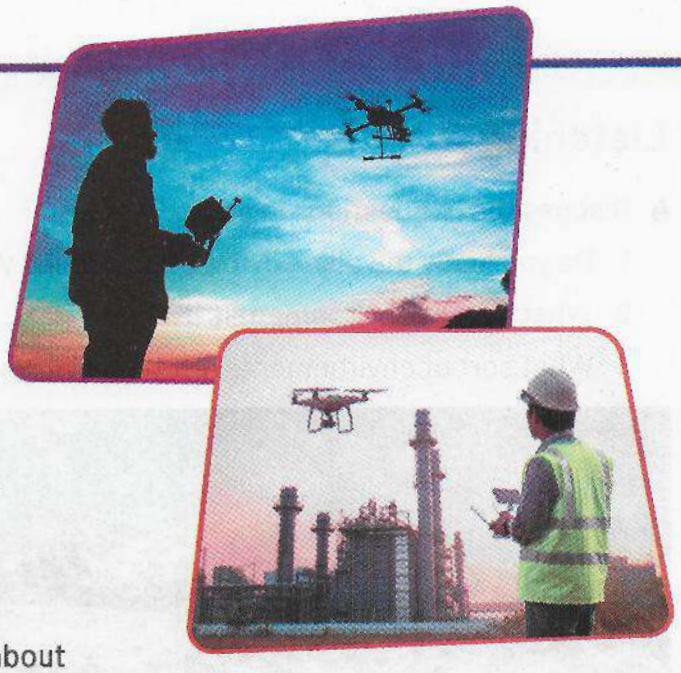
- Explain what you are going to do to solve these environmental problems.
- Have a vote on the best solutions.

Life Skills

1 Do you think it is best to find solutions to a problem on your own, or as a group? Why?

2 If you work in a group, how can you decide whose solution is the best one?

11 Lesson 3



Speaking

1 Discuss these questions in pairs.

1 The photos show drones. What do you think we can use drones for?

2 How do you think drones are going to help the environment in the future?

Listening

2 Listen to a science teacher talking about drones and check your answers to Exercise 1.

3 Listen again and answer the questions.

1 What does **remote control** mean? It means you can control drones from the ground.

2 In what ways are deliveries by drone better for the environment than using lorries?
.....

3 How do drones help wildlife?.....

4 What example of a dangerous job does the scientist talk about drones doing? .....

5 How can drones help to plant trees? .....

Speaking

4 Discuss these questions in pairs.

1 Can you think of any useful ways we could use drones in Egypt?

2 Would you like to have a drone? Why/Why not?

3 What problems might there be with using drones?

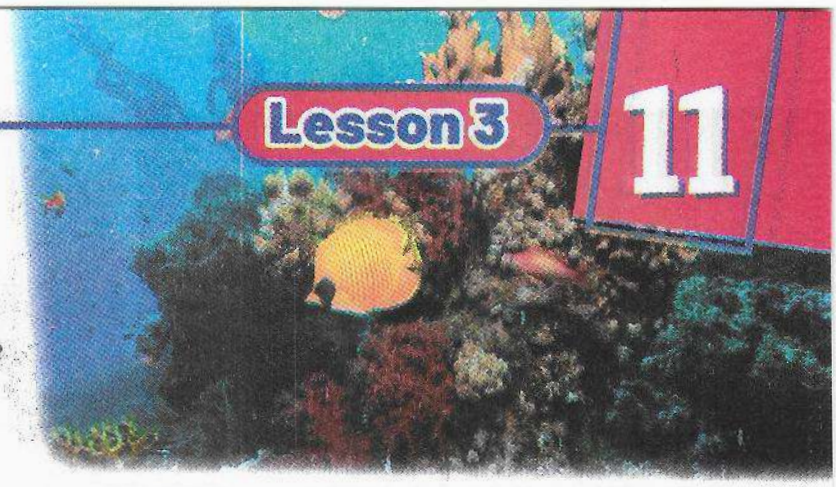


Language

5 Put the time expressions in the correct order from now to the future.

in three weeks tomorrow ~~in five minutes~~ this afternoon/evening
the day after tomorrow next week in 10 days' time

Now 1 in five minutes 2 ..... 3 ..... 4 ..... 5 ..... 6 ..... 7 ..... Future



Lesson 3 11

Reading

6 Discuss these questions in pairs.

1 What do you know about Ras Mohammed Nature Reserve?

2 What do you think you can see and do there?

7 Read the letter and text message about a school trip to Ras Mohammed. Complete the sentences. Use a dictionary if you don't know the meaning of a word.

1 The school is going on a trip to Ras Mohammed from tomorrow to ..... June.

2 The students are leaving the school at ..... on ..... morning.

3 On Monday and Tuesday, they are going swimming and visiting the .....

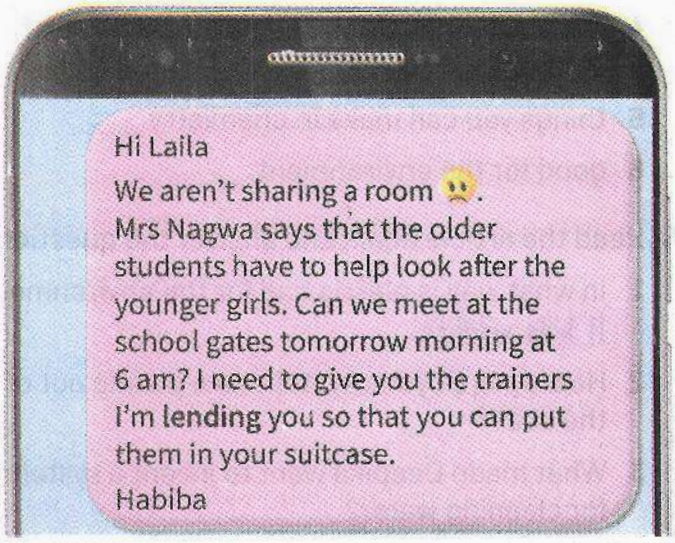
4 On Wednesday, they are taking part in a nature conservation project in the .....

5 Laila is meeting her friend ..... at ..... at the school gates.

6 Laila and Habiba aren't ..... a room because they're looking after younger girls.

Dear parents

The bus will be leaving for Ras Mohammed from the school tomorrow at 6.30 am and returning in five days' time at 12.30 pm on Thursday 11th June. Please make sure that your daughter has **suitable** clothes for the swimming and diving trips to the coral reefs on Monday and Tuesday. They will also need good trainers and a sunhat for the visit to the **mangrove** forest on Wednesday. We will be taking part in the **conservation** project in the mangrove forest and helping to plant new trees.



Speaking

8 Work in pairs. Take turns to ask and answer about your future plans using each time expressions from Exercise 5.

What are you doing this afternoon?

I'm doing my maths lesson.

Remember!

Be going *to* is used to express future plans that are mere information and not finished plans.

The present continuous is used to express finished future plans that are accompanied with arrangements.

I'**m visiting** the dentist at half past four next Thursday.

We'**re catching** our train at 12.30. We **aren't taking** the bus.

11 Lesson 4

Reading

1 **Discuss this question in pairs.**

Look at the photos in the article. What do you think it is about?

2 **Read the article and check your answers to Exercise 1.**

3 **Look at the words in bold in the article. Match the words and the definitions.**

1 tools that take things out of liquids such as water filters

2 microorganisms that are everywhere but are too small to see and can make you ill .....

3 an organised way of doing something .....

4 the place or position of a particular area of land .....

5 things you can make in chemistry .....

6 good for the environment .....

4 **Read the article again and answer the questions.**

1 In what way is plastic bad for the environment? It kills wildlife.

2 How does Boyan's system take plastic out of the seas? .....

3 What made Deepika want to invent a system for cleaning water? .....

4 What does Deepika use to clean water? .....

Speaking

5 **Discuss these questions in pairs.**

1 Which do you think is the best or most useful invention? Why?

2 Which other environmental problems in the world do we need green inventions to help us solve?

Fantastic green inventions by teenagers



Green inventions are **environment-friendly**. These inventions present solutions to environmental problems without damaging the environment.

Boyan Slat was a student in Holland when he invented a **system** to take plastic rubbish from the sea. There is a lot of plastic in our seas, which kills lots of wildlife. Boyan's system is called Ocean Cleanup Array. It uses machines whose arms have lots of **filters** on them. These filters take the plastic out of the sea water, without hurting sea life.



Deepika Kurup was 14 when she invented a **green** system for cleaning water and making it safe for people to drink. When she visited her grandparents in India, Deepika saw children drinking water from a dirty canal. Before this, systems for cleaning water were expensive and used dangerous **chemicals** which pollute the environment. Deepika's system is cheap and uses light from the sun to kill **bacteria** in water.



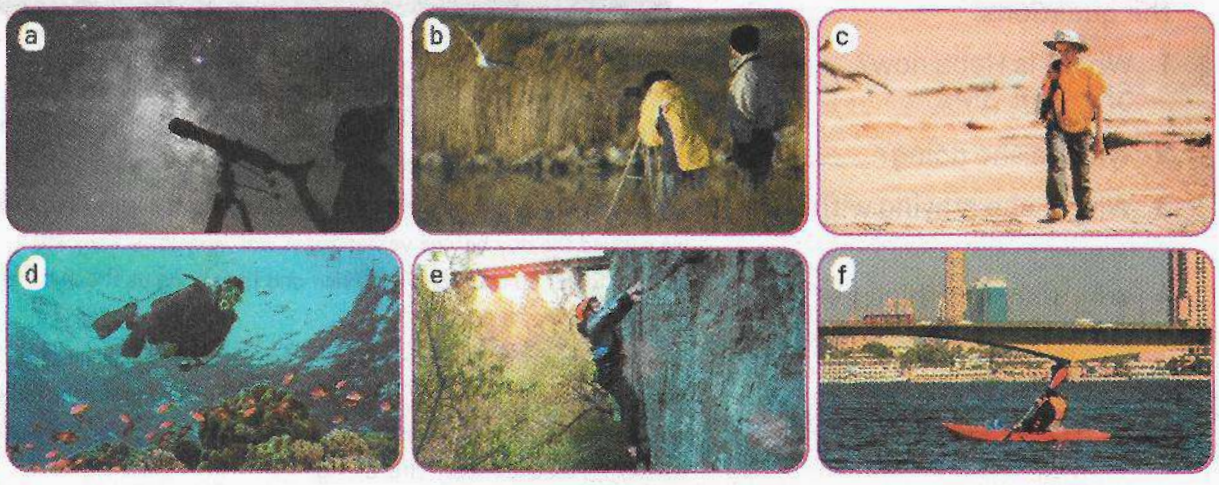
Five Egyptian students from Kafr El-Sheikh STEM School were able to develop an app to help small farmers save water and energy. In this app, farmers complete a simple form with information about their farmlands. This form is connected to a smart app which tells farmers the right amount of water that they need to irrigate their lands. The app also determines the amount of energy and the number of workers the lands need, according to their **location** and the season.

Speaking

1 Discuss these questions in pairs.

1 Do you know the names of all the activities in the photos? Use a dictionary to help you.

2 Which one or ones have you tried?



Listening

2 Listen to three teenagers making arrangements. Which two of the activities from Exercise 1 do they talk about?

3 Listen again and answer the questions.

1 Why doesn't Amir want to go rock climbing this afternoon? There are two reasons.
He thinks it is scary. .....

2 Does Amir agree to go tomorrow? .....

3 Why isn't Amir's brother going to the desert? .....

4 When and where are they meeting tomorrow? .....

4 Listen again and put these phrases in the order that you hear them.

a [ ] I'd love to ...
b [1] ... looks a bit scary to me!
c [ ] ... he'd get cold and bored!
d [ ] I've always wanted to learn ...
e [ ] I think it sounds really exciting!
f [ ] It might be fun.

Speaking

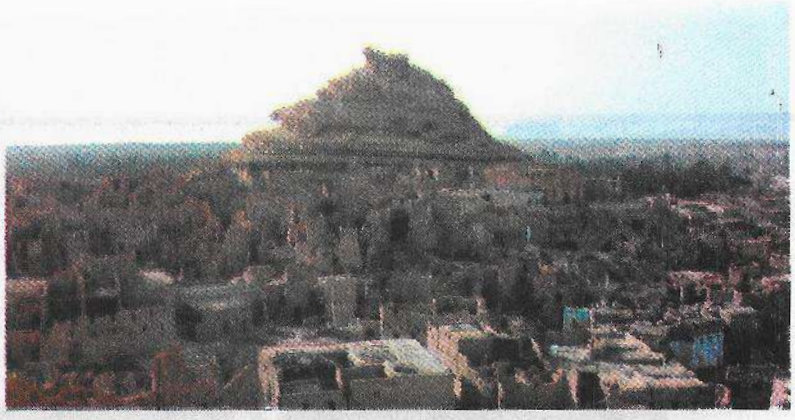
5 Work in pairs.

1 Take turns to suggest doing some of the activities from Exercise 1.

2 Give your opinion about the activities using some of the expressions from Exercise 4.

3 Then work with another pair. Decide as a group on two activities you are going to do together and agree on a time and place to meet.

11 Lesson 6



Reading

1 Read the postcard and answer the questions.

1 Where is Heba now?
She is in Siwa.

2 What is she doing? .....

3 Who is she staying with?
.....

4 Why does she think her parents' friends are kind?
.....

5 What did she do yesterday?
.....

6 What is she looking forward to doing tomorrow? .....

Dear Nahla

I'm having a fantastic time with my family in Siwa. Today, we had a picnic on Fatanas Island. At the moment, I'm sitting by the water and watching the sunset. It's very beautiful.

We're staying with my parents' friends and they are very kind. When we arrived the day before yesterday, it was very late. They still wanted to get up and make us dinner and they bring us fresh dates for breakfast every day.

Yesterday morning, we visited Shali Fortress and the Siwa museum. I've always wanted to go there. I learnt such a lot of history in one morning. Tomorrow, we're going to visit the Siwa salt lake. I'm looking forward to visiting it. It sounds really interesting.

Lots of love

Heba

2 Find time expressions in the postcard for the following.

1 present today, ..., ... 2 past ....., ... 3 future .....

3 Read and correct the underlined mistakes in these sentences.

1 Yesterday, it was very hot and we are visiting the ruins of a temple. visited

2 At the moment, we stay in a small hotel near the lake. .....

3 My cousins arrived at lunchtime tomorrow at 11 am. .....

4 I looked forward to watching the stars in the desert this evening. .....

Writing

4 You are on holiday. Write a postcard to a friend in your notebook. Answer these questions to help you.

1 Where is your holiday? What are you doing now? Who are you with?

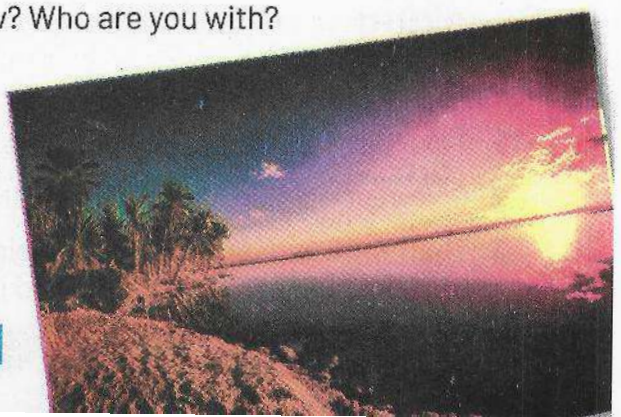
2 Why do you like the place and the people?

3 When did you arrive? Where are you staying?

4 What did you do yesterday? What did you see?

5 How did you feel about it?

6 What are you looking forward to doing?

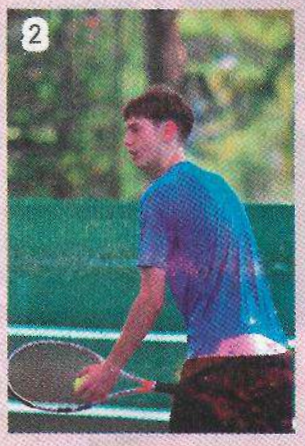


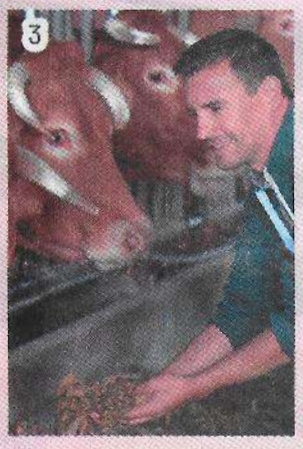
Review

1 Look at the photos. What is going to happen? What are the people going to do?



She's going to get a taxi.







2 Make two dialogues using these words. Then role-play the dialogues.

1 Use the correct form of the present continuous.

A: you / do / weekend? What are you doing at the weekend?

B: Saturday morning / have / piano lesson. / afternoon / meet cousin. .....

A: not / go / the book club / Saturday afternoon? .....

B: No / not go this weekend. / You? .....

2 Use the correct form of *going to*.

A: Look at / black clouds! / rain!
Look at the black clouds! It's going to rain!

B: Yes, / be / very windy, too. .....

A: I / close / all the windows. .....



3 Write a reply to the text message in your notebook.

- Answer your friend's questions.
- Say you will call him/her after lunch.
- Remember to use the correct time expressions.

Hi!
Are you busy? What are you doing this afternoon? Please could you call me later because I need some help with the English homework! 😊 I had to go to the dentist, so I missed the last English lesson. What did you study in English class last week?
One last thing – are you free on Saturday morning? I'm playing tennis in the park. Would you like to come?

Project

Research a beautiful place in Egypt or another country in Africa where there are environmental problems.

1 Write about the environmental problems.
2 Suggest some possible solutions.

Unit 12 Lesson 1

Languages and learning

Reading: A quiz about learning styles; an article about languages in Africa; an advert for a language school

Writing: An internet post giving advice; a study plan; an application form

Listening: A conversation about future plans; a radio interview about animal communication

Speaking: Talking about learning styles; a presentation about your studies; a discussion about study tips; giving advice, opinions and suggestions

Language: A review of tenses

Life Skills: Self-management; Communication skills; Critical thinking

Quiz





What type of learner are you? Take the quiz to find out!

1 Which of these things do you prefer to do in your free time?
- **a** Read a book.
- **b** Watch a film or TV show.
- **c** Play a video game.
- **d** Listen to music.

Research

Which country in the world has the most languages?



2 If you want to learn how to play a new sport, what do you do?
- **a** Read online about how to play it.
- **b** Watch a video of people playing it.
- **c** Start playing and learn as you play.
- **d** Ask for advice from someone who can play it.



3 You need to tell your class about a new English book. What would you prefer to do?
- **a** Write a review of it.
- **b** Make a short video about it.
- **c** Act some of the book with friends.
- **d** Read some of the book to your class.

Find

Look through the unit. How many languages do people speak in Africa?

4 Someone asks you for directions. What do you do?
- **a** Write down instructions.
- **b** Draw a map.
- **c** Use your hands and body to explain.
- **d** Tell them where to go.

5 If you don't know how to spell a word, what do you do?
- **a** Look in a dictionary.
- **b** Try to work out how to spell it.
- **c** Write it down to see if it looks right.
- **d** Say the word slowly to hear the sounds.

Reading

1 Count how many of each letter you chose in the quiz. Then read about your result.

I chose mostly a:
You learn best by reading and writing.



You like reading books or writing stories. You love words and learn best by reading about something and **taking notes**.

I chose mostly b:
You learn best by seeing things.



You love to watch videos and look at diagrams. You love films and art. You learn things better if you can see them.

I chose mostly c:
You learn best by doing things.



You are always busy making and **repairing** things. You learn things best by trying to do them and sometimes find it hard to understand by listening or reading.

I chose mostly d:
You learn by listening.



You love music and are often talking! You find it easier to learn by listening to people explain things to you and by discussing things with them.

2 Discuss these questions in pairs.

1 Do you agree with your results in Exercise 1? Why/Why not?

2 Is your partner the same type of learner as you or different?

3 What type of learner do you think would prefer doing these things?
Write R (Reading and writing), S (Seeing), D (Doing) or L (Listening).

1 Listening to podcasts. L

2 Following some pictures showing how to fix something. .....

3 Going to a library to do some research. .....

4 Watching online videos about science. .....

5 Going to an art class. .....

6 Watching a film to practise a language. .....

7 Fixing a computer to learn how it works. .....

8 Writing a blog. .....



Speaking

4 Discuss these questions in small groups.

1 Did the people in your group have the same answers in the quiz or did you have different answers? Why do you think this happens?

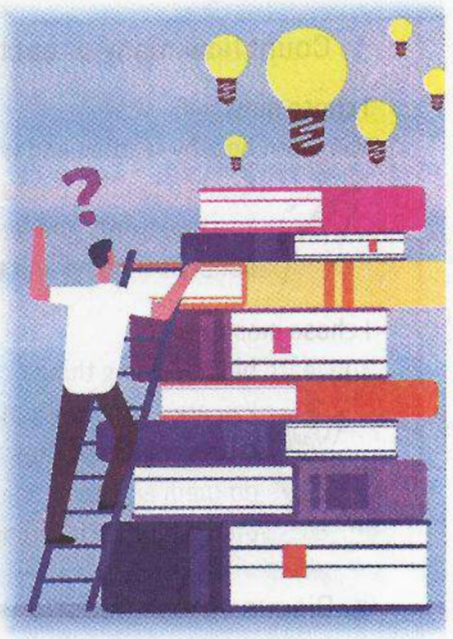
2 How do you prefer to learn? What type of classes are your favourite?

3 What type of learning would you like to do more? What would you like to do less? Why?

I like to learn in different ways. I don't like always doing the same thing.

I like classes when we get to do things and don't only read or listen.

12 Lesson 2



Vocabulary

1 Circle the correct words.

1 If you (fail) / pass an exam, you will feel disappointed.
2 If you fail / pass an exam, you will feel proud.
3 Students need to decide / take what job they want to do.

2 Discuss these questions in pairs.

1 When was the last time you felt disappointed?
2 When was the last time you felt proud?
3 When did you take a difficult exam? Did you pass or fail it?
4 Do you know which job you want to do?

Listening

3 🎧 Listen to Fares and Nevine talking about their future plans. What jobs do they hope to do?



1 Fares: .....



2 Nevine: .....

4 🎧 Listen again. Answer the questions. Write F (Fares) or N (Nevine).

1 Who changed how he/she felt about studying? F
2 Who wants to study in another country? .....
3 Who will work in the family shop? .....
4 Who decided which job he/she wanted to do when he/she was a child? .....
5 Who wants his/her family to be proud? .....
6 Who wants to go to university? .....
7 Who thinks it is going to be difficult to do the job he/she wants to do? .....
8 Who will need to study a lot of subjects? .....

Language

5 Complete the text with the correct form of the verbs in brackets.

When I [1] was (be) young, I [2] ..... (want) to be a scientist. Now I find science very difficult so I don't think I [3] ..... (be) a scientist! I'm not really sure what I want to do, but my family are always telling me that school [4] ..... (be) very important and I need to study hard. I know I want to travel so I [5] ..... (learn) lots of languages. Next year, I [6] ..... (start) French classes. I [7] ..... (take) the exam to go to secondary school and I hope I [8] ..... (pass)!



Remember!

When you are speaking or writing, remember to use the correct tense.

Present

My uncle **lives** in the USA. I'**m emailing** him today.

Past

I **was playing tennis** with my sister when it **started** to rain.

I **didn't use to** like tennis! I **used to** like basketball.

Future

Next year, I'**m starting** secondary school.

I'**m going to** go to university. I'**m not going to** get a job.

I think it **will** be hard but fun at university. I **won't** be bored.



Speaking

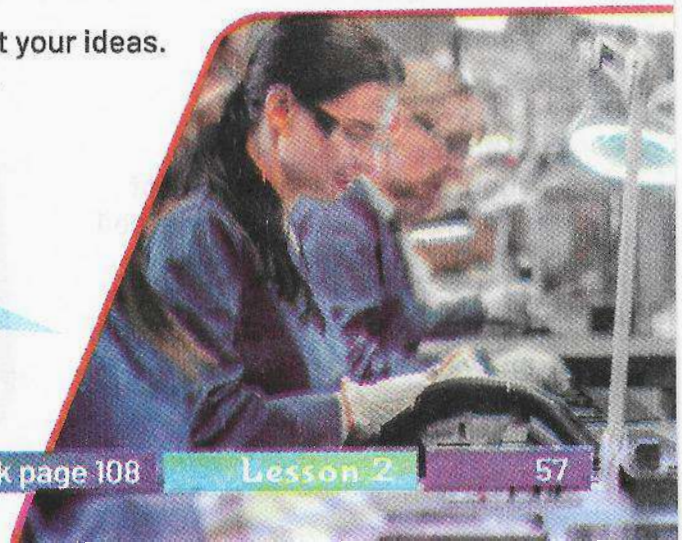
6 You are going to give a short presentation about your studies. Make notes about these things in your notebook:

- What did you use to/didn't you use to like to study but like to study now?
- What job did you want to do when you were younger, and do you still want to do it?
- What subjects do you like/don't you like studying now? Why?
- What do you want to study in the future? Why?

7 Work in small groups. Use your notes to present your ideas. Ask questions to the other people in the group.

Why do you want to study to be a scientist?

I want to find solutions to environmental problems like water pollution.



12 Lesson 3



Vocabulary

1 Check the meaning of these words and phrases in a dictionary, then discuss these questions in pairs.

body language | drawing | eye contact | speaking | sounds | facial expressions | writing | voice | touch

1 What do you think is the difference between sounds, a voice and speaking?
2 Which of these different types of communication do most people use? Why?
3 Which types of communication do animals mostly use?

2 Work in pairs. Do you think the sentences are true (T) or false (F)?







1 Cats can't understand people. F
2 Some animals can copy sounds. .....
3 Animals only use body language to communicate. .....
4 Horses say hello by touching noses. .....
5 People can use their voices and bodies to communicate with animals. .....
6 Cats only make a noise when they want something. .....

Listening

3 Listen to a podcast about animals. What types of communication from Exercise 1 does Dr Ahmed talk about? .....

4 Listen again and check your answers to Exercise 2.

Life Skills

1 When might you need to use each of the forms of communication in Exercise 1?
2 Why do you think good communication is so important?

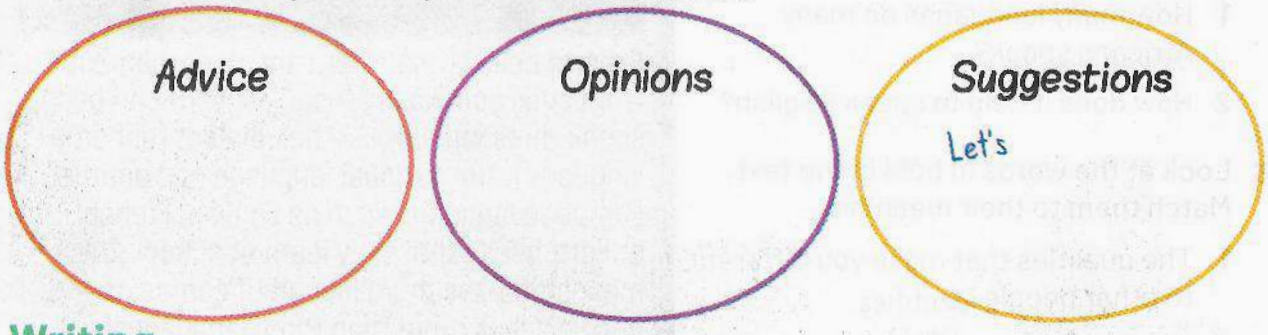
Language

5 Work in pairs.

1 Are the phrases in **red** below from the listening used for advice, suggestions or opinions? Put them in the correct circle.

- **Let's** talk about the animals that you often see on a farm.
- **I think** that his cat understands him.
- **From my point of view,** it's important to watch and listen to what animals are trying to tell you.
- **You should** be careful about how you use your body and voice.
- **How about** listening to how your cat makes a noise?

2 Can you add any more expressions to the circles?



Writing

6 Read this post from the internet. What is the girl's problem?



Can anyone give me some advice? I have an older sister (she's three years older than me). We used to be best friends, but now she doesn't want to talk to me very much. She is always on the internet or talking to people on her phone.

She tells me to go away if I try to talk to her. I miss being friends with her. How can I get her to spend time with me again?

Please give me some advice!

Yours, Radwa

7 Discuss Radwa's problem in pairs. What advice would you give her?

8 Write a reply to Radwa in your notebook. Use some of the phrases from Exercise 5.

12 Lesson 4

Reading

1 Discuss these questions in pairs.

1 How many languages do you speak? What are they?

2 How did you learn these languages? Where do you normally speak them?

2 Read the text quickly and answer the questions.

1 How many languages do many Africans speak?

2 How does it help to speak English?

3 Look at the words in bold in the text. Match them to their meanings.

1 The qualities that make you different to other people identities

2 Brings things together .....

3 People who know lots about a subject .....

4 The good things about something .....

5 Of or for the whole country .....

6 A way of speaking used in one area .....

7 Be able to speak more than one language .....

4 Read the text again and answer the questions.

1 What are the three types of languages many African people can speak? .....

2 What communities do these three types of languages connect people to? .....

3 What are two advantages of speaking more than one language? .....

Multilingual Africa



Experts believe that there are more than 2,100 languages spoken in Africa. Many African people speak three languages: their **dialect** (or home language), the **national** language and another European language such as English, French or Portuguese that they learn at school. This means they are multilingual! Of course, many people speak more than three languages!

People who speak different languages have lots of **advantages**. If you speak more than one language, you can talk to different people in different places and in different ways. When you are **multilingual**, you are able to understand both your home and the world better.

It also gives people different **identities**. If you speak your home language, it **connects** you to your community. Your national language connects you to your country and all the other people in it. An international language, like English, connects you to an international community.

Speaking

5 Discuss these questions in small groups.

1 Do you feel different when you speak a different language? Why?

2 What other languages would you like to learn?

Lesson 5 12

Speaking

1 Discuss these questions in small groups.

1 Do you find it hard to study for exams? Why?

2 Look at the titles below. Which of these things do you find hard? Why?

3 Read the advice. Do you agree with it? Can you add any more ideas? Add advice for the other titles.

Being organised
Know what you need to do and when to do it.
.....

Managing your time
Make a study timetable.
.....
.....

Where you study
Find a quiet space to study. If your house is too busy, you could go to the library.
.....

Working alone or with friends
.....
.....
.....

Taking breaks
.....
.....
.....

Sleeping well
.....
.....
.....

2 Discuss these questions in pairs.

1 Do you think you are good at studying? Why/Why not?

2 Which things do you need to improve? How could you improve them?

Writing

3 Think about an exam or a project that you need to study for. What do you need to do for it? Complete the study plan.

Study plan for: ..... (your name)

I have to study for: ..... (name of exam or project)

I should:

- .....
- .....
- .....
- .....
- .....

4 Work in pairs. Read each other's study plans. Does your partner have a good plan? Have you got any advice for him/her?

Writing tip

When you are making notes, you can just use short sentences. You do not have to write detailed sentences, for example: *Find notes, Read textbook.*

12 Lesson 6



Reading

1 Read the advert for a language school in England. Would you like to study there? Why/Why not?

2 Read the advert again and answer the questions.

1 Where do students at Hapstone House come from?
They come from around the world.

2 Where is the school in England? .....

3 What do students do in the mornings?
.....

4 What do they do in the afternoons?
.....

5 What do they do at the weekends?
.....

English Language Summer School for Teenagers!



Do you want to **improve** your English? Would you like to study in England with other young people from around the world?

Come and stay at Hapstone House, in the south of England, for our summer courses! You can study every morning with our friendly, expert teachers and spend the afternoons doing sports or other activities. Every weekend we visit famous English places (like London or Oxford).

Learn English, have fun, visit England!



For more information, visit our website.

Writing

3 You would like to go to Hapstone House. Complete the form.

Name: .....
Age: .....
Date of birth: .....
Nationality: .....
Address: .....
Phone number: .....
Email address: .....
Personal statement: .....
.....

Writing tip

A personal statement is where you tell someone about yourself. Why do you want to study there? Why do you want to improve your English?

4 Read your partner's work. Check the following and add any comments.

Check:

- Spelling ✓
  All words spelt correctly.
- Language (tenses, vocabulary, etc) ☐
- Punctuation ☐
- Information (do they say why they want to study there?) ☐
- Do you understand everything? ☐

Review



1 Match the words and the definitions.

disappointed improve multilingual organised ~~pass~~ voice

1 What you want to do when you take an exam. pass
2 How you feel if you fail an exam. .....
3 A sound that comes from your mouth. .....
4 Able to speak many languages. .....
5 Able to plan things carefully. .....
6 To get better at something. .....

2 Complete the sentences with the correct form of the verbs in brackets.

1 When I was three years old, I didn't use to go (not / go) to school.
2 Ahmed ..... (study) for his maths exam at the moment.
3 Judy ..... (go) to the library last night.
4 I ..... (not / understand) English, but now I ..... (speak) it well.
5 Sara ..... (do) her homework when her friend ..... (visit) her last night.
6 We ..... (go) to secondary school in two years.

3 Work in pairs. Take it in turns to read a sentence from list 1. The other person should answer using an expression from list 2.

1
I don't understand my homework.
I want to learn to draw.
We have an exam tomorrow!
Do you think it's good to speak lots of languages?
My house is too noisy to study in.
I don't know what job I want to do when I'm older.

2
Why don't you ...?
Shall we ...?
In my opinion ...
You should ...
Let's ...
From my point of view ...



I don't understand my homework.

You should ask the teacher.



4 Complete the sentences with your own ideas. Then compare your answers with a partner.

1 Two new words I learnt in this unit are bilingual, expert
2 One interesting fact I learnt is .....
3 One thing I learnt about another student is .....
4 One thing I learnt about myself is .....
5 One good idea I had about studying is .....

Review D

Lesson 1

Listening

1 Listen to the talk about a school trip. What information is in the letter?

2 Listen again and complete the form.

Type of trip: [1] Camping
Going to: [2] .....
Leaving on: [3] ..... May at [4] ..... am
Returning on: [5] ..... May at [6] ..... pm
Clothes to bring: [7] ....., cool clothes,
[8] ..... night clothes and comfortable
[9] .....
Also bring: [10] ....., notebook and pen

Speaking

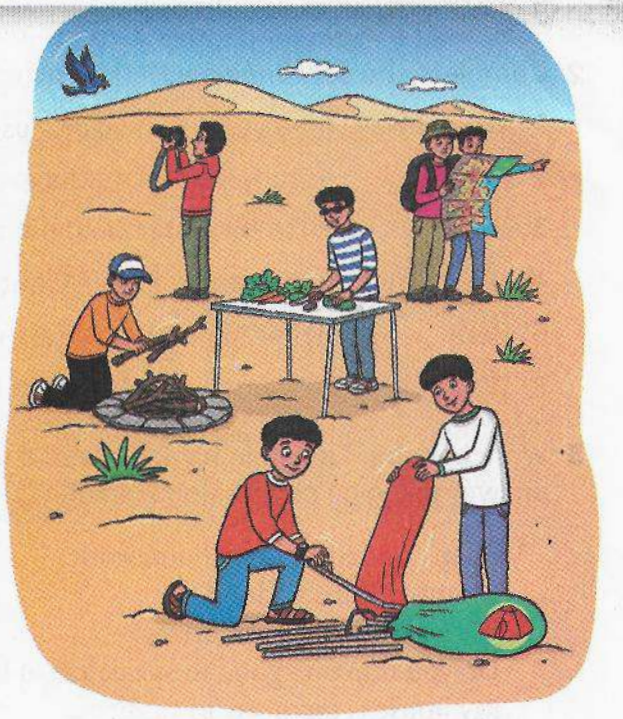
3 Work in pairs.

Student A: Describe what someone in the picture is wearing to Student B. Do not point to the person.

Student B: Find the person Student A describes. Say what that person is going to do or what is going to happen to them.

This boy is wearing a striped, blue T-shirt and sunglasses.

I think it's this one. He's going to cook dinner.



4 Write sentences about the people in the picture. Use *going to* and two or more adjectives to describe their clothes.

1 The boy in the striped blue T-shirt and sunglasses is going to cook dinner.
2 .....
3 .....
4 .....

Writing

5 You are a student at the school trip to the desert. Write a postcard to a friend. Include the following information:

- What you did yesterday
- What you are doing tomorrow
- What you are learning about or enjoying
- What you are looking forward to doing

Reading

1 Read the article about a shop and choose the correct words.



[1] **On / At** Monday, an exciting new shop is opening in the city centre. The Eco Shop only sells things that are [2] **environment-friendly / environment-friend**.

Last week, we [3] **are talking / talked** to the owner, Mariam El-Soory, about her new shop. "Lots of people want to help the environment but it is sometimes difficult to know what to buy. We [4] **are working / were working** with lots of people to help local industries, too. So we're going to sell local fruit and vegetables, [5] **luxury, Egyptian cotton / Egyptian, cotton luxury** clothes and other local things that don't damage the environment. You can also bring glass, plastic and paper to the shop for recycling. We will also have cooking and sewing classes at the shop soon".

Marian [6] **worked / works** for many years as a guide at a beach. She was sad because she [7] **is seeing / saw** a lot of plastic bags used for things from other countries on the beach. When she [8] **picked / was picking** up some rubbish one day, she decided she [9] **wanted / is wanting** to do more to help the environment and had the idea of a shop.

The shop is having an opening party [10] **on / at** 1 pm in three days' time.

2 Read the article again and answer the questions.

1 What is the name of the shop? The Eco Shop

2 How will it help local industries? .....

3 What other ways will it help the environment? .....

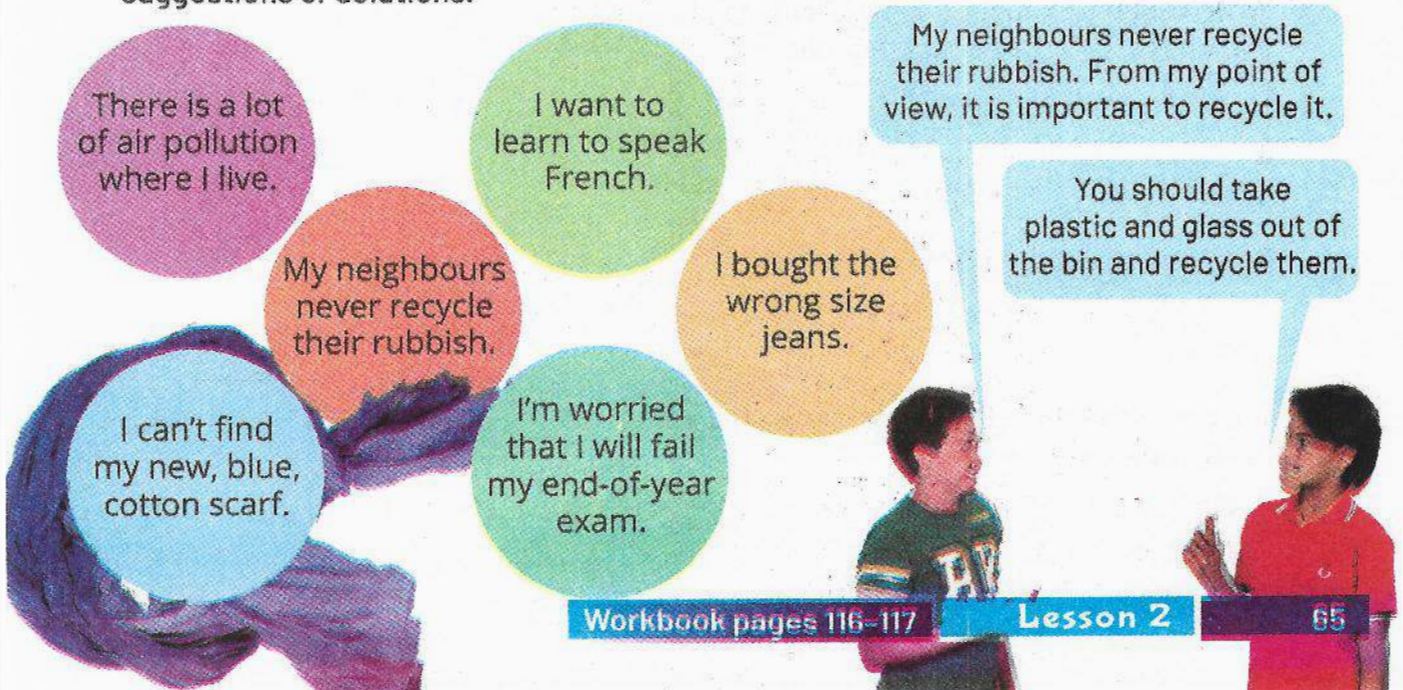
4 What can people learn how to do at her shop? .....

5 What made Mariam decide to open her shop? .....

6 Would you like to buy things in a shop like this? Why/Why not? .....

Speaking

3 Work in pairs. Discuss the problems below. Think about giving advice, your opinion, suggestions or solutions.



Term 2

New Hello!

English for Preparatory Schools

Year Two

Workbook

Matthew Hancock

Contents

7 Technology and the future Page 70

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12 Languages and learning Page 107

Review D Revision of Units 10–12 Page 114

Unit 7

Lesson 1

Technology and the future

Vocabulary

1 Complete the sentences with these words.

app headphones ~~helicopters~~ motorbike translate



1 Helicopters are like planes, but they do not have wings!

2 Mona always wears _____ on the bus because she loves listening to music.

3 There's a/an _____ on this phone which tells me the weather in my city.

4 I asked my aunt to _____ a French internet article into Arabic.

5 The road is not big enough for cars, but you can go down it on a/an _____.

2 Choose the correct words.

1 Do you think that there will be many **correct** / **corrections** in your English homework?

2 Do you think that we will **invent** / **invention** a car that doesn't make any pollution?

3 Do you **predict** / **prediction** that the weather will get hotter in the future?

4 Do you think that it will be easier to **translate** / **translation** from Arabic to English next term?

Language

3 Now answer the questions in Exercise 2 using *will* or *won't*.

1 I think that there won't be many corrections in my English homework.

2 _____

3 _____

4 _____

4 Complete your research results from Student's Book page 2.

Research results: _____

_____

Resources: _____

Vocabulary

1 Choose the correct words.

Some people think that online shopping [1] saves / uses time and money. Other people like to [2] spend / get time with friends at the shops. We all [3] owe / have the choice to either do online shopping or go to shops, but you need to think [4] at / of the benefits of both first.



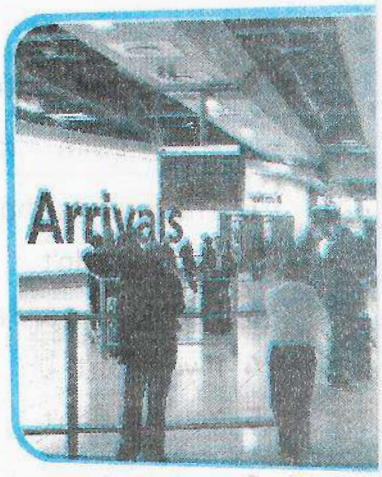
Language

2 Ahmed is going to a language school in England. Match to make the questions that he asks his mother.

1	d	Who will meet me at the airport	a if I don't know anyone at the school?
2		What will I eat	b if I don't understand the lesson?
3		What clothes will I wear	c if I don't like the food?
4		What will the teacher say	d if the plane's late?
5		Who will I talk to	e if it's cold?

3 Complete with the questions from Exercise 2, then role-play the dialogue.

Mother: Ahmed, your plane will arrive in England at 11 o'clock.
Ahmed: [1] Who will meet me at the airport if the plane's late?
Mother: Uncle Sami will wait for you, don't worry!
Ahmed: [2] .....
Mother: You have a big coat, but it will be warm inside!
Ahmed: [3] .....
Mother: There will be lots of new students, they'll be very friendly.
Ahmed: [4] .....
Mother: He or she will help you to understand.
Ahmed: [5] .....
Mother: Aunt Judy will cook Egyptian food, but you should try English food, too!



Writing

4 Write a paragraph of about 100 words to say if you are for or against online shopping. Give your reasons.

.....

.....

.....

.....

7 Lesson 3

Vocabulary

1 Match the words and the definitions.

addicted to | by mistake | horrible | ~~social media~~

1 websites and apps that allow people to talk to each other on the internet social media

2 without planning or wanting to do something _____

3 not very nice _____

4 always needing to do or have something _____



2 Complete the sentences with words or phrases from Exercise 1.

1 My little sister is addicted to sweets. She always wants to eat them!

2 That new hotel looks _____. I really don't like it.

3 The tourists took the road south _____, but they wanted to go north.

4 Our friends sent us some photos on _____.

Language

3 Complete the sentences with the correct verb.

stay | swim | try | understand | ~~visit~~

1 The tourists should visit the Pyramids if they are in Egypt for the first time.

2 You shouldn't _____ outside for too long if it is very hot in the desert.

3 People who are addicted to eating sweets should _____ eating fruit instead.

4 If you don't _____ the lesson, you should tell the teacher.

5 You shouldn't _____ in the sea if it is very cold.

4 Complete the sentences. Use *should* and *if/when*.

1 If there is a new student in our class, we should talk to him/her.

2 You should always tell your parents _____

3 If you don't feel well in school, _____

4 When someone drops rubbish on the floor, _____

5 If it's really hot outside, _____

6 If we want to stop climate change, _____

Lesson 4 — 7

Vocabulary

1 Complete the sentences with the correct form of these words.

disappear explore impossible lever pull

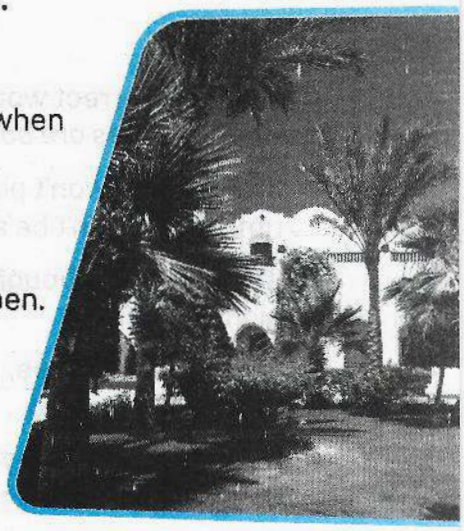
1 It was cloudy this morning, but the clouds soon disappeared when the sun came out.

2 I think people will visit other planets one day, but it is _____ to go to the sun.

3 The door was very heavy, so we had to _____ it open.

4 Don't touch the _____, or the machine will start.

5 When they arrived at the hotel, they decided to _____ its large gardens.



Writing

2 Do you think the following will be possible or impossible in the future? Write sentences.

1 travel in time I think travelling in time will be impossible.

2 live on the moon _____

3 have flying cars _____

4 have no illnesses _____

5 explore the bottom of the sea _____

3 Answer the questions about *The Time Machine*.

1 Where do the friends meet the Time Traveller? They meet at the Time Traveller's house.

2 What do his friends say about time travel?

_____

3 What does the Time Traveller show them in his hand?

_____

4 How long did it take the Time Traveller to build it?

_____

5 What happens to the machine when they pull a lever?

_____

6 What will the Time Traveller explore in the larger machine?

_____

4 If the Time Traveller travels in the bigger machine, do you think he should go into the past or the future? Why? Write about 50 words in your notebook.

7 Lesson 5

Listening



1 **Choose the correct words in a debate called *All computer games are bad for you.***

1 If you **don't** / **won't** play computer games all the time, it shouldn't be a problem.

2 It's not a good **thought** / **idea** to play games late at night though.

3 In my **opinion** / **idea**, playing games late at night stops you sleeping.

4 If you only **play** / **played** games that teach you things in the evening, it should be fine.

5 **From** / **On** my point of view, not all computer games are bad.

2 🎧 **Now listen and complete the dialogue with the correct sentences 1–5 from Exercise 1.**

Hanan: Do you think that all computer games are bad for you, Lama?
Lama: [a] 5 Some of them can help you to learn things.
Hanan: I agree. [b] ☐
Lama: [c] ☐
Hanan: I agree. [d] ☐
Lama: Yes, it's a good idea to only play quiet, calm games in the evening.
Hanan: [e] ☐

Writing

3 **Write positive and negative ideas for a debate called *Schools should use computer games in the classroom.***

- Think of reasons why this might be a good idea.
- Think of reasons why this might not be possible.
- Give your opinion.
- Use some of the expressions from Exercise 1.

Lesson 6 7

Reading

1 Read the email and write the missing sentences a–c in the right places.

a Can you tell me how I can do this?

b It did not say this on your website.

c The delivery was today.



New message

Dear Sir/Madam,

I ordered a new game last week on your website. [1] ☐ When I opened the box, I found that I ordered a game for children aged 6–9 by mistake. [2] ☐ I was not happy about this because I want to play the game with my friends, and we are all 13 or 14.

I would like to change the game for a new one that is for the correct age. [3] ☐

I look forward to hearing from you.

Yours faithfully,

Haytham Shabana

SEND

2 Read the email again and answer the questions.

1 When did the game arrive? It arrived today.

2 What was the problem?

3 Why was Haytham not happy about the website?

4 What does Haytham want?

5 What does Haytham want to know?

Writing

3 Read the text message, then write a formal email asking the shop to change the jacket.

Hi Fatma, the jacket I ordered online arrived today, but it is the wrong colour! I ordered a blue jacket and this one is red. I'm going to ask them how to change it! See you soon, love Maya

New message

SEND

7 Lesson 7



Review

1 Complete the table.

addicted headphones horrible motorbike order pull social media translate useful

adjectives	inventions	verbs
addicted		

2 Complete with the words from Exercise 1.

1 If you do this to a lever, a machine will start. pull
2 If you put these on, you will hear music. .....
3 If you do this, you will understand a word in another language. .....
4 If you use this, you will be able to talk to people on the internet. .....
5 If you ride this, you will go fast on two wheels. .....

3 Answer the questions about yourself.

1 What do you think is the most useful invention that you use every week?

.....

2 What do your friends or family sometimes order online?

.....

3 When do you use headphones?

.....

4 Which form of transport do you prefer, cars or motorbikes? Why?

.....

4 Choose the correct answer from a, b, c or d.

1 If I go to the shops on Saturday, I ..... some new headphones.
a buy **b** bought **c** am buying **d** will buy

2 If you want to get to the park quickly, you ..... the bus.
a will take **b** take **c** should take **d** took

3 If you go to the Egyptian Museum in Cairo this afternoon, you ..... Ali because he is in Luxor.
a should see **b** will see **c** won't see **d** don't see

4 We won't go to the beach this weekend if it ..... very windy.
a is **b** will be **c** was **d** should be

5 If Manal feels ill, she ..... to see a doctor.
a should go **b** going **c** go **d** went

Unit 8

Lesson 1

You are what you eat

Vocabulary

1 Match the words to the food. Add more examples.

1 [c] juicy
2 [ ] salty
3 [ ] spicy
4 [ ] sweet

a fish, ...
b chocolate, ...
c watermelon, oranges .....
d samosa, ...

Language

2 Complete the email with *some* or *any*.



New message

Hi Tom,

How are you? Thanks for your last email. You asked me to describe my favourite snack. I love hawawshi and I often have it when I get home from school. It is easy to make. First, you need [1] some nice bread. Then you put [2] ..... meat and vegetables inside the bread. You can put [3] ..... salt on it, too. I don't like to have [4] ..... salt, though, because it is not very healthy. Now you cook it in the oven. It is delicious! Do you have [5] ..... favourite snacks? Describe them to me in your next email!

Best wishes,

Osama

SEND

Writing

3 Complete your research results from the Student's Book page 12.

Research results: .....

.....

Resources: .....

4 Write an email of about 90 words in your notebook describing your favourite snack to a friend.

- Say if it is juicy, salty, spicy or sweet.
- Say when you have it.
- Say why you like it.

8 Lesson 2



Vocabulary

1 Match the definitions to their words.

1	[c] allergic	**a**	something that gives you the power to do things
2	[ ] delicious	**b**	food that is quick and easy to buy or cook
3	[ ] energy	**c**	getting ill when you eat or touch something
4	[ ] fast food	**d**	very nice to eat

2 Answer the questions with these words.

nuts pasta pizza

1 Which kind of food gives you the most energy? .....

2 Which is an example of fast food? .....

3 Which kind of food are many people allergic to? .....

3 What other types of food are people often allergic to? Research the information.

.....

Language

4 Circle the correct words.

Judy plays squash every week and needs to be healthy, so what does she eat? She is allergic to nuts, so she doesn't eat [1] **any / some** cakes because they sometimes have nuts in them. She eats [2] **any / a lot of** fish because it helps to make her strong. A few hours before a netball game, she always eats [3] **some / any** fish with [4] **a few / a lot of** pasta, because this gives her energy. When she is playing netball, she drinks [5] **a little / a few** water. Then, after the game, she eats [6] **a few / a lot of** sweets. She does not have many because she knows they are not very good for her.

Listening and speaking



5 Put the dialogue into the correct order.

a	[ ] **Leila:**	Thank you, I like tea.
b	[ ] **Leila:**	Yes, please, just a little. I mustn't eat too much.
c	[1] **Grandma:**	Would you like some cake, Leila?
d	[ ] **Grandma:**	Would you like a cup of tea with the cake?
e	[ ] **Grandma:**	Do you like sugar in your tea?
f	[ ] **Grandma:**	Here you are, tea with cake!
g	[ ] **Leila:**	Yes, please, but that's enough. I only like a little sugar.

6 Listen and check your answers to Exercise 5, then role-play the dialogue.

Vocabulary

1 Choose the correct answer from a, b, c or d.

1 Fresh fruit is not very ... .
a nice **b** old **c** good **d** healthy

2 Which of these is not a dairy product?
a milk **b** cheese **c** rice **d** butter

3 Which of these is bad for your teeth?
a sugar **b** salt **c** eggs **d** vegetables

4 Which of these types of food doesn't have much protein?
a meat **b** nuts **c** fish **d** apples

5 Which of these do you use to make an omelette?
a sugar **b** rice **c** eggs **d** chocolate

2 Answer the questions.

1 What can you beat, butter or tomatoes?
butter

2 What can you pour, water or fruit?
.....

3 What can you chop, meat or milk?
.....

4 What can you fry, ice cream or eggs?
.....

3 Match to make sentences.

1 [c] I will pour some tea
2 [ ] When the water is very hot,
3 [ ] Heat some oil in
4 [ ] Use a knife to
5 [ ] You need to beat eggs and milk

a a pan.
b before you make an omelette.
c into your cup.
d it starts to boil.
e chop the vegetables.

4 Circle the correct words in the recipe.



How to make foul mudammas

1 **Wash** / **Pour** some beans and put them in a pan.
2 **Fry** / **Add** some water and salt to the beans.
3 **Beat** / **Heat** the beans in the water until it boils.
4 **Pour** / **Chop** some lemon juice over the hot beans.
5 **Serve** / **Add** it with warm bread.

Writing

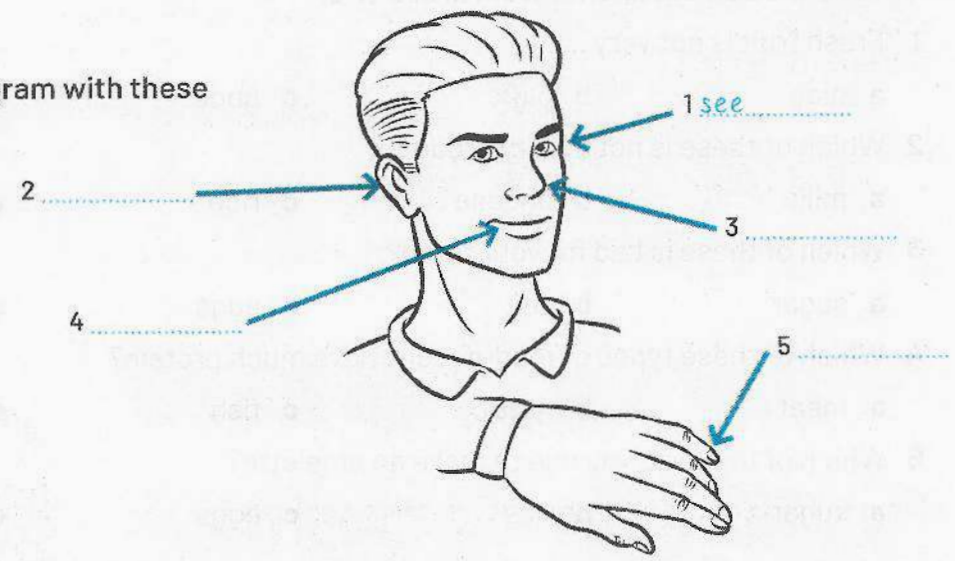
5 Write five sentences about your favourite meal in your notebook. Find a recipe on the internet or ask your parents. Use the imperative to say how you make it.

8 Lesson 4

Vocabulary

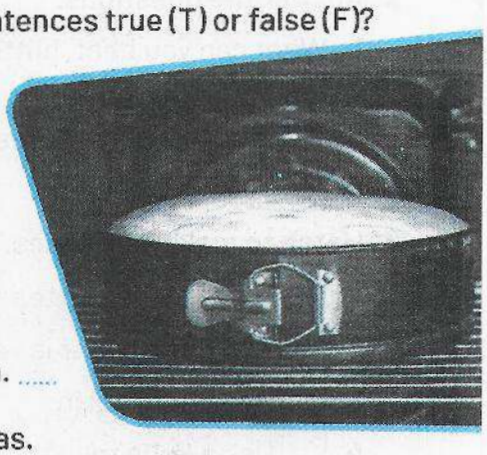
1 Complete the diagram with these verbs for senses.

hear
see
smell
taste
touch



Listening

2 Listen to four people talking about food. Are these sentences true (T) or false (F)? Correct the false sentences.



1 Ashraf likes to taste things that are different. T
2 Dina doesn't like vegetables now. .....
3 Dina eats vegetables because they are healthy. .....
4 Heba likes to eat dry fish. .....
5 Heba doesn't think that fesikh smells nice. .....
6 Basel loves to smell cakes cooking and eats a lot of them. .....

3 Complete the table about food and drink with your own ideas.

smells nice	smells horrible	tastes unusual	tastes delicious
bread			

Writing

4 Write a paragraph of about 90 words about some unusual food that you have tried.

- How did it smell?
- How did it taste?
- How did it look?
- Would you eat it again?

Lesson 5

8

Reading

1 Read about sleep and answer the questions.

How much sleep should we have? The answer depends on your age. Very small babies sleep for about 14 or more hours a day! Children aged six to seventeen should sleep for about ten hours a night. Then you need less sleep. Most people aged 18–65 need about eight hours' sleep.



1 Who should sleep for a very long time? .....

2 How many hours should you sleep? .....

3 What happens when you become 18? .....

4 Why do you think that sleeping for enough time is important? .....

Language



2 Read the text again and circle the correct answers.

1 My baby sister is ten weeks old and sleeps for 15 hours a day. I think this is **enough** / **not enough** sleep.

2 Malak is eight and sleeps from 10 pm to 8 am, so I think this is **enough** / **too much** sleep.

3 My brother Hany is seventeen. He doesn't like sport and he sleeps for 13 hours at night. I think he **sleeps for too many** / **doesn't sleep for enough** hours.

4 Mr Hesham goes to bed at 1 am and gets up to go to work at 7 am. This is **enough** / **not enough** sleep.

5 Judy is 15 and is revising for her exams. She sleeps from 11 pm until 6 am. I think she **sleeps for too many** / **doesn't sleep for enough** hours.

Writing

3 Give some advice to Hany, Mr Hesham and Judy. Use some of these expressions.

It's a good idea to ... How about ... Why don't you try ... You could ...

1 Hany, it's a good idea to .....

2 .....

3 .....

4 How many hours do people in your family sleep? Is it enough, not enough or too much sleep? Write a paragraph of about six sentences.

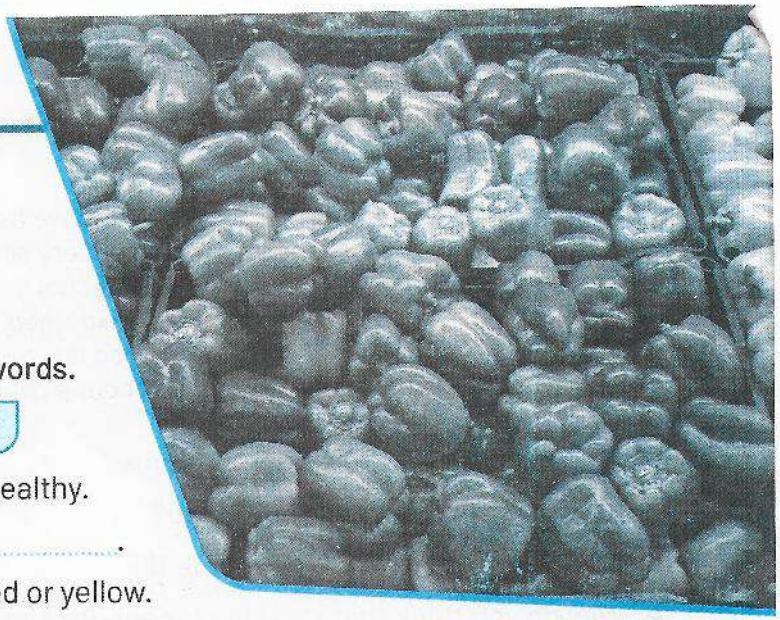
.....

.....

.....

.....

8 Lesson 6



Vocabulary

1 Complete the sentences with these words.

diet Japan pepper ~~spinach~~

1 Spinach is a vegetable that is very healthy.
2 Tokyo is the biggest city in _____.
3 A _____ can be green, red or yellow.
4 Your _____ is the kind of food that you eat every day.

Reading

2 Complete the text with these expressions.

Another important point Furthermore To conclude ~~Firstly~~

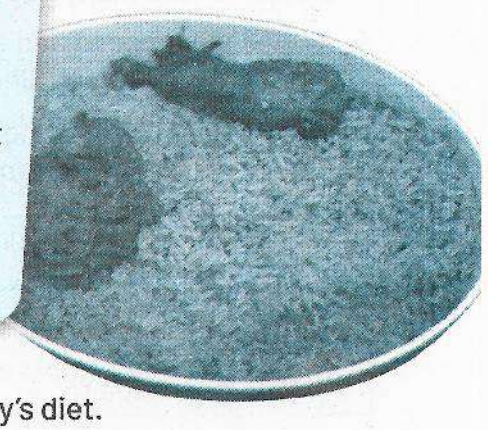
A healthy diet

It may surprise you to know that West African countries have one of the healthiest diets in the world. Why is this?

[1] Firstly, people in countries such as Senegal, Mali and Sierra Leone eat a lot of fruit and vegetables, which are very healthy. [2] _____, the people eat a lot of rice, nuts and fish. These have a lot of protein.

[3] _____ is that the people of West Africa don't eat much food with a lot of salt and sugar in it.

[4] _____, a healthy diet means eating enough healthy things like fish and vegetables, and not eating a lot of salt, sugar and fast food.



Writing

3 Write a paragraph of about 90 words about another country's diet. Think about the following questions.

- Where is this country?
- What do the people usually eat?
- Is the diet healthy or unhealthy? Why?

Remember to use some of the expressions from the Student's Book page 20, Exercise 2.

Review

1 Complete the table. Can you add any words?

~~add~~ beat fava bean fresh fry juicy omelette pepper salty

cooking words	types of food	words that describe food
add		

2 Choose the correct answer from a, b, c or d.

1 I don't like this soup. There is too ..... salt in it.
a much **b** many **c** enough **d** few

2 Can I have some more sugar, please? There is ..... in this tea.
a too much **b** too many **c** a few **d** not enough

3 Let's not go to the beach. There are ..... people there today.
a too much **b** too many **c** a few **d** a little

4 You should never drink sea water because there is ..... salt in it.
a not enough **b** too many **c** too much **d** a few

5 Dalida always eats ..... olives with her salad, but not too many.
a much **b** a little **c** enough **d** a few

6 Add ..... salt to the chips, but not too much.
a much **b** many **c** a few **d** a little

3 Complete the recipe for pizza with these verbs.

Add ~~chop~~ Cook little pour Serve



Firstly, [1] chop some tomatoes.
Then put the tomatoes onto the pizza bread.
[2] ..... some cheese and [3] ..... on a little olive oil.
[4] ..... the pizza in the oven for ten minutes.
Add a few olives and a [5] ..... salt.
[6] ..... with a fresh salad.

4 Write a paragraph of about 90 words in your notebook about what you can eat to be healthy.

- Add a topic sentence
- Write a list of things you can do to be healthy.
- Write a conclusion that gives your opinion.

Unit 9

Lesson 1

Watch, listen and make



Vocabulary

1 Match to make activities.

1	[e] act	**a**	scenery
2	[ ] do	**b**	musical instruments
3	[ ] paint	**c**	make-up
4	[ ] play	**d**	costumes
5	[ ] sew	**e**	in a play

2 Complete the sentences with the correct form of a word from Exercise 1.

1 My dress is damaged, so my mother is sewing it.

2 The children all wore funny ..... to the family party. Ahmed was a firefighter!

3 Mona can't answer the phone because she is doing her ..... .

4 The ..... is fantastic in the play, you feel like you are in the mountains!

5 Which ..... can you play?



Language

3 Reorder the words to make questions. Then answer the questions about yourself.

1 sew / you / can / ? Can you sew? .....

2 use / computer / Do / know / you / to / how / a / ? .....

3 French / you / Are / to / able / speak / ? .....

4 play / you / football or / Can / tennis / ? .....

Writing

4 Complete your research results from the Student's Book page 22.

Research results: .....

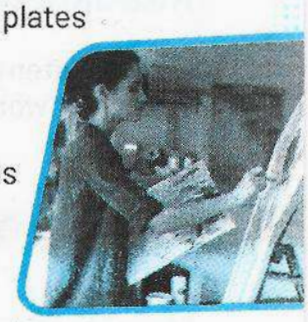
.....

Resources: .....

Vocabulary

1 Match the words with their meanings.

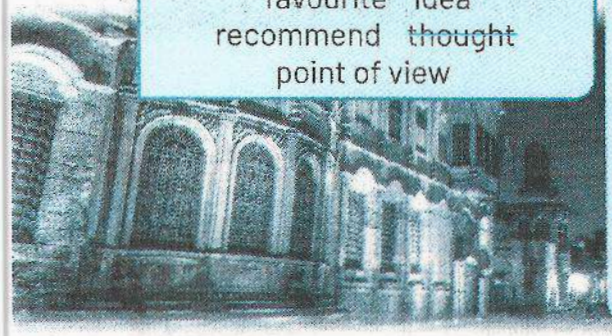
1	b artist	a	things that are made from clay, such as cups and plates
2	☐ cartoon	b	a person who paints or draws for a job
3	☐ free	c	a painting or photograph of a person's face
4	☐ portrait	d	a funny drawing usually showing people or animals
5	☐ pottery	e	art made from stone or wood that looks like people, animals or other things
6	☐ sculpture	f	without paying money



Reading

2 Complete the review of a museum with these words.

favourite idea
recommend thought
point of view



Review of the Textile Museum in Cairo, by *Injy Zaki*

Last month, I visited the Textile Museum in Cairo. The museum has lots of clothes from different times in history. I [1] thought the clothes from Ancient Egypt were fantastic. From my [2] _____, the statues showing people wearing the clothes really teach you about life in the past. My [3] _____ thing was the Islamic area where you can see different kinds of calligraphy. I [4] _____ looking at the clothes from other countries, too, such as Iran. They are very interesting. If you want to take photos, it is a good [5] _____ to take a good camera, because the museum is quite dark.

3 Read the review again and answer the questions.

1 What did Injy think of the clothes from Ancient Egypt? She thought they were fantastic.
2 What was her opinion of the statues? _____
3 What was her favourite thing? _____
4 What does she recommend? _____
5 Why did Injy recommend taking a good camera? _____

Writing

4 Write a review of a museum that you know.

- Describe the museum.
- Give your opinion of the museum.
- Recommend something to see or do.
- Use some of the expressions from Exercise 2.

_____

_____

_____

9 Lesson 3

Reading and listening

1 Listen and choose the correct words.



The Al Nour Wal Amal Chamber Orchestra is at a school for [1] **blind / deaf** girls in Cairo. Eman Badr is one of the [2] **artists / musicians**. She is able to play the [3] **piano / violin** very well. She started [4] **going / playing** when she was six. Eman became blind when she was two years old. She likes playing in the [5] **museum / orchestra** because she loves music and being with her friends. Recently, she visited Oman and France with the orchestra.

I think the orchestra is [6] **amazing / cool**. It must be very difficult to [7] **read / write** music with your hands and then remember it. I would like to go to one of their [8] **concerts / plays**.

Vocabulary

2 Match the words with their meanings.

1	☐ blind	**a**	not able to hear
2	☐ deaf	**b**	not able to use parts of the body in the way other people can
3	☐ disabled	**c**	not able to see

Writing

3 Look at the picture and complete the sentences about the difficulties disabled people can have.



1 The blind man is not able to see the traffic light.

2 The disabled woman cannot .....

3 The deaf boy is not able to .....

4 Write a list of four things that we can do to help some of the people in Exercise 3.

1 .....

2 .....

3 .....

4 .....

Lesson 4



Vocabulary

1 Complete the sentences with these words.

~~cry~~ hide hug wonder

1 My little sister started to cry after she fell and hurt her hand.

2 Look at those people in the street. I _____ what they are looking at?

3 When Waleed was younger, he liked to _____ from his brothers and sisters and they spent a long time trying to find him!

4 Lara always gives her grandmother a big _____ when she sees her.

2 Answer the questions.

1 When was the last time that you cried? What happened?

_____

2 Why do animals sometimes hide?

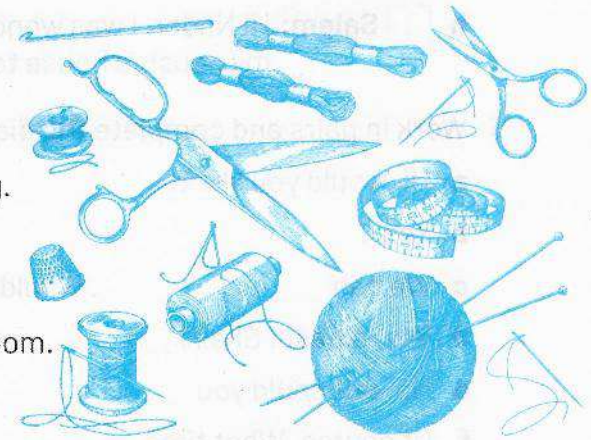
_____

3 How do you feel when someone in your family hugs you?

_____

Reading

3 Put the events in *Little Women* in the correct order.



a ☐ Jo throws the newspaper down.

b ☐ Jo reads the story to her sisters.

c ☐ Beth is proud of her sister and gives her a hug.

d ☐ Meg starts to cry because the story is sad.

e ☐ Jo starts to read a newspaper.

f [1] Three of the sisters are sewing in the living room.

Writing

4 Write a blog about someone in your family that you are proud of.

- Why are you proud of this person?
- What did they do?

_____

_____

_____

_____

9 Lesson 5



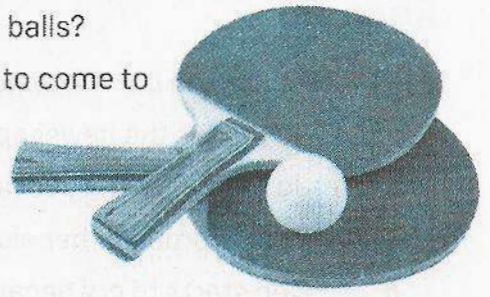
Language

1 Match to make sentences or questions.

1	[d] I was wondering if you would like	**a**	come to your house?
2	[ ] Would you like to listen	**b**	or fruit?
3	[ ] Shall I bring some cakes	**c**	some headphones?
4	[ ] What time should I	**d**	to come to my family party?
5	[ ] Could you bring	**e**	to a famous orchestra on the radio?

2 Put the dialogue in the correct order.

a [ ] **Salem:** No, he's got those. Could you bring some food? We'll have a picnic.
b [ ] **Salem:** We're leaving my house at 10 am.
c [ ] **Nader:** Of course, I'll bring some sandwiches. What time should I come?
d [ ] **Nader:** Yes, I would love to. It's a big house, isn't it?
e [ ] **Nader:** Great! See you then.
f [ ] **Salem:** Yes, he's got table tennis in the garden. Would you like to play?
g [ ] **Nader:** Yes, please! Shall I bring some table tennis balls?
h [1] **Salem:** Hi Nader. I was wondering if you would like to come to my cousin's house tomorrow.



3 Work in pairs and complete the dialogue for yourselves.

a Hi, would you like to _____?
b Yes, I _____.
c We can _____. Would you like to _____?
d Yes, please! Shall I _____?
e No, but could you _____?
f Of course. What time _____?
g At _____.
h Great! _____.
i Yes, see you later.

Research

Which of these famous books are also films? Do the films have the same names as the books?

A Little Princess; Alice's Adventures in Wonderland; Heidi; The Railway Children; The Time Machine.

Which would you like to see? Why?

Lesson 6



Vocabulary

1 Match the words with their meanings.

1 [c] action
2 [ ] escape
3 [ ] review
4 [ ] theme park

a a large park with machines to ride on, restaurants, etc.
b to present a summary, opinion and recommendation of a film, book or play
c the things that happen in a film
d to leave a place that you should stay in

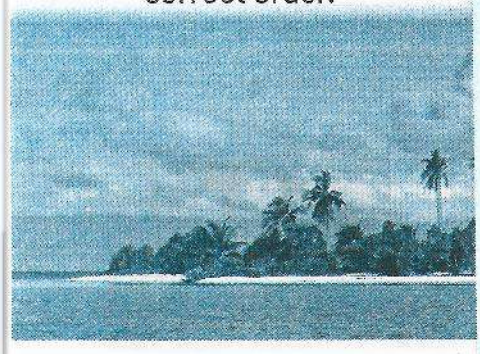
2 Some words have more than one meaning. Complete the sentences, using each word two times.

park star point of view

1 Let's go to the park and fly our kites.
2 It is nearly dark. Look, I can see a _____.
3 Don't _____ your car outside the school.
4 From my _____, we should recycle all our plastic.
5 The actor became a _____ after he was in that famous film.
6 There is a great _____ from the top of the tower.

Reading

3 Put this review of a book into the correct order.



A review of *Lord of the Flies*

a [ ] I recommend the book because it makes you think about what it is like to live only with other children, but it is not a very happy story.

b [1] *Lord of the Flies* is an adventure story. It is by the British writer William Golding.

c [ ] I thought the action was exciting and many amazing things happen to the boys. My favourite part was early in the story, when the children enjoy their time on the island. But, in my opinion, some of the children are horrible and I did not like them.

d [ ] It is about some schoolboys who have to live on an island after their plane lands in the sea and the pilot dies. How will the boys live on the island, and will they escape?

Writing

4 Write a short book review in your notebook.

Remember to:

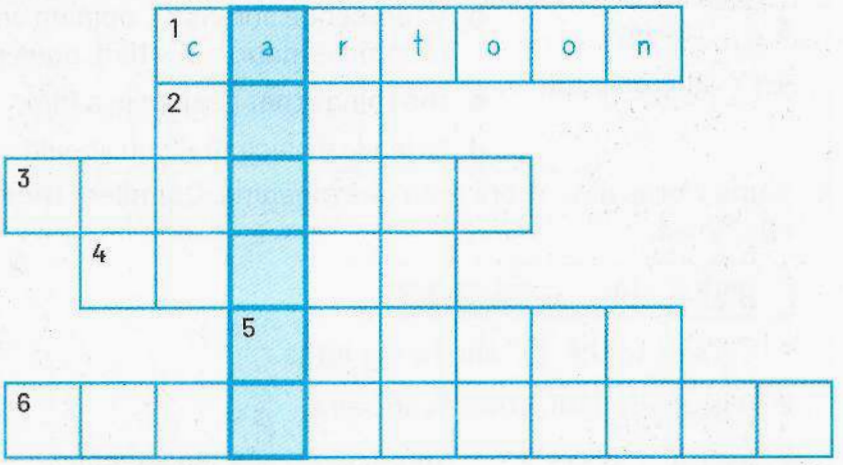
- give some information about the book.
- write something about the story.
- say what you liked and didn't like about the story.
- recommend or not recommend the book.

9 Lesson 7

Review

1 Write the words. What is the word in the blue column?

1 a funny drawing
2 when you are very sad, you do this
3 clothes that you wear to look like someone or something else
4 people who can't see are this
5 the words for a play
6 the type of art you need a camera to do

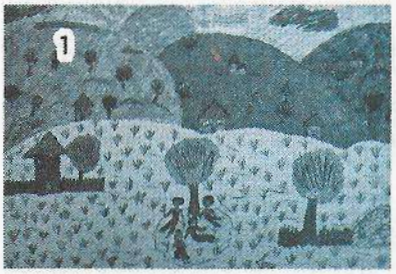


The word in the blue column is .....

2 Complete the sentences. Write what these people *can/know how to/are able to* do well.

1 A firefighter is able to stop fires.
2 An artist knows how to .....
3 A musician .....
4 A film star .....
5 Our teacher .....

3 Look at the pictures and answer the questions.









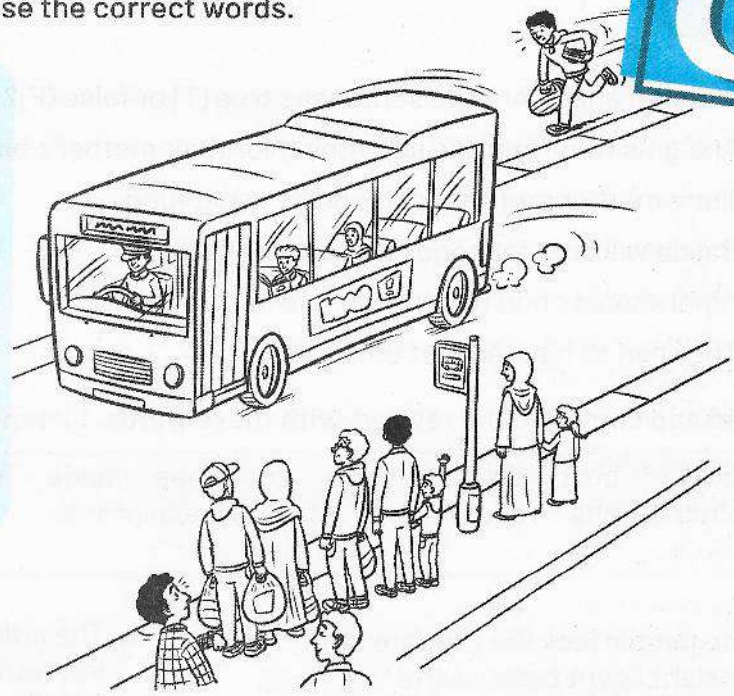
1 What can you see in the pictures? Number 1 is a drawing.
2 What is your view of each picture? .....
3 Which is your favourite? Why? .....
4 Which do you not like? Why? .....

4 Write a summary of about 90 words about the information your researched in the project on Student's Book page 31. Write in your notebook.

Review C

1 Look at the picture and choose the correct words.

There are [1]a few / a lot of people on the bus, but [2]a little / a lot of people are waiting to get on the bus. [3]A few / A little people have big shopping bags. Look at the man who is running! He only has [4]a few / a little time to get to the bus stop. He is carrying [5]a few / a lot of things! Do you think he will catch the bus?



2 Match to make sentences.

1 [f] If you know how to cook,
2 [ ] If you are allergic to nuts,
3 [ ] If you are really full,
4 [ ] If you start an email with *Dear Sir/Madam*,
5 [ ] If you are able to paint scenery,
6 [ ] If you love history,

a you shouldn't have any more chicken.
b you should help with the end-of-year show.
c you should end it with *Yours faithfully*.
d you should go to a museum.
e you should be careful when you eat cakes or biscuits.
f you should work in a restaurant.

3 Complete these sentences with *should* and a suitable verb.

1 If you want to be a musician, you should practise every day.
2 If you want to help a blind person, ...
3 If you want to see a film about dinosaurs, ...
4 If you start an email with *Dear Mrs Manal*, ...
5 If you make a lot of mistakes in your homework, ...
6 If you want to be healthy, ...

4 Listen to two sisters cooking an omelette. How long should they cook it for?

.....
.....
.....



Review C

5 Listen again. Are the sentences true (T) or false (F)? Correct the false sentences.

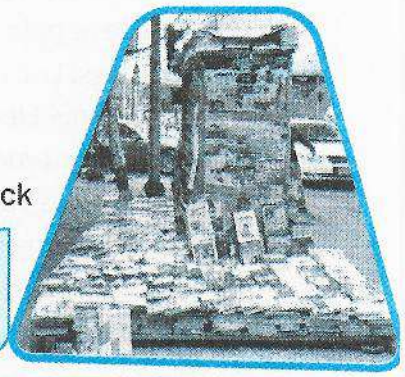
1 The girls want to make something for their mother's birthday breakfast. T

2 Their mother prefers salty food to sweet food. .....

3 Dalida will beat four eggs for the omelette. .....

4 Amal should chop the cheese into large pieces. .....

5 They can all have a lot of omelette. .....



6 Read and complete the reviews with these words. Listen and check

action best buy cartoons costumes made phones photographs recommend scenery sculptures point of view

1 The people look like they are from Ancient Egypt because the [1] costumes are very good, but the person who painted the [2] ..... did not know how to paint!
It was very long, and I didn't like the music. I wouldn't [3] ..... this.

2 The articles are always really interesting to read and they have fantastic [4] ....., too. I really like the [5] ..... because they make me laugh! If you want to learn about the world today, you should [6] ..... this!

3 From my [7] ....., this is the best place to find out about life in the last century. There are interesting [8] ..... and some other amazing old technology. I loved the big, old [9] .....!

4 The story was very slow and there was very little [10] ..... I didn't really enjoy it because it [11] ..... me feel sad. The [12] ..... thing about it was learning what it is like to be blind. That must be very difficult.

7 What are the reviews from Exercise 6 for? Read and match.

a a book ☐ **b** a magazine ☐ **c** a museum ☐ **d** a play 1

8 Write a review of something you did not enjoy.

- Choose a book, film, play, magazine, website or TV programme.
- Describe it.
- Give your opinion. Say why you would not recommend it.

.....

.....

.....

.....

Lesson 1

Unit 10

We are what we wear

Vocabulary

1 Complete the table with the items of clothing. Can you add any words?

belt ~~headscarf~~ necklace galabeya sandals sunglasses trainers trousers

head/face	legs	feet	body/neck
headscarf			

Writing

2 Describe the two people below. Think about the following:

- What is he/she wearing?
- Are his/her clothes smart or casual?
- Are his/her clothes traditional, colourful or something else?
- Do his/her clothes look comfortable or uncomfortable?
- Do you like what he/she is wearing? Why/Why not?

1



2



3 Now describe the clothes you usually wear. Use some of the words from Exercise 2.

4 Now complete your research results from Student's Book page 34.

Research results: .....

.....

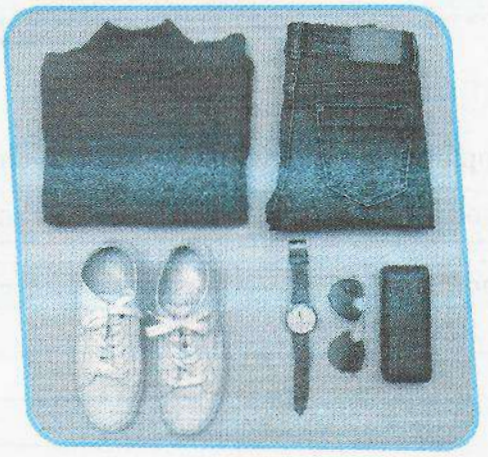
Resources: .....

10 Lesson 2

Vocabulary

1 Match the objects with the materials they are usually made of.

1	[c] sheet	**a**	gold
2	[ ] shirt	**b**	leather
3	[ ] necklace	**c**	linen
4	[ ] boots	**d**	cotton
5	[ ] sunglasses	**e**	wool
6	[ ] jumper	**f**	plastic



Language

2 Choose the correct answer from a, b or c.

1 Mr and Mrs Osman live in a ... flat in Aswan.
a big, old, traditional **b** old, big, traditional **c** traditional, old, big

2 Hoda's father has bought a ... car.
a red, new, electric **b** new, red, electric **c** electric, new, red

3 I love wearing my .... galabeya, because it is very cool in the summer.
a cotton, long, loose **b** long, cotton, loose **c** long, loose, cotton

4 We went to the island in a ... boat.
a wooden, long, old **b** long, old, wooden **c** old, wooden, long

5 The American tourists were wearing ... sunglasses.
a big, red, plastic **b** red, plastic, big **c** big, plastic, red

3 Describe the things in the pictures using the words in brackets.



1 (long, plastic, striped)
It's a long, striped, plastic snake.



2 (beautiful, black, long)



3 (brown, leather, old)

Writing

4 Describe the clothes your parents or grandparents usually wear. Use two or more adjectives to describe each thing. Write in your notebook.

Vocabulary

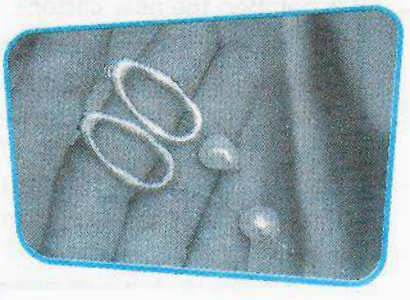
1 Choose the correct answer from a, b or c.

1 When you **borrow** something from a friend , you _____ .
   - **a** give him or her something
   - **b** take something from him or her
   - **c** take something and give it back

2 When you wear **the same size** clothes as your sister, it means _____ .
   - **a** you can wear the same clothes
   - **b** you wear clothes of a different material
   - **c** you can wear clothes of the same material

3 If something is a **special occasion**, it means _____ .
   - **a** it is an important event for you
   - **b** you visit people who are relatives
   - **c** you meet people from time to time

Language



2 Choose the correct words to complete the dialogue.

Fatma: [1] These / Those gold earrings in my hand are my grandmother's.

Nawal: They're beautiful. Whose are [2] **those / that** black boots next to the door?

Fatma: The new leather [3] **one / ones** are my brother's. He plays football in them.

Nawal: What about the big, plastic [4] **one / ones**?

Fatma: They're my uncle's boots. He's a firefighter!

Nawal: What's [5] **this / those** small thing by my chair?

Fatma: Oh, that's my father's new device. It's a computer. You can ask it a question if you like!

Nawal: OK, I'll ask it [6] **one / ones**. Computer: What's the weather like tomorrow?



Writing

3 Write a paragraph of about 90 words to describe a room in your house.

- Take a photo of a room and describe it.
- Use *this/these* for near things and *that/those* for far things.
- Use two or three adjectives to describe some of the objects.
- Remember to use *one/ones* when you can.

10 Lesson 4

Vocabulary

1 Match the opposites. You can use a dictionary.

1	d famous	**a**	damage
2	☐ perfect	**b**	bad
3	☐ protect	**c**	hard
4	☐ soft	**d**	unknown



Reading

2 Complete the article with these words.

chemicals ~~crop~~ industry luxury perfect picked soft

Is bamboo the new cotton?

Some people are starting to use a plant called bamboo instead of cotton to make clothes. The plant is an important [1] crop in China where the bamboo [2] ..... makes a lot of money. However, although bamboo grows very quickly, it is not a [3] ..... plant. After the bamboo is [4] ....., people often use [5] ..... before they can use it to make clothes. These are bad for nature. Also, the material made from bamboo is not very [6] ..... As a result, it is not used for expensive, [7] ..... clothes which are usually made from cotton.

3 Read the article again and answer the questions.

1 Why is bamboo an important crop for China? It makes a lot of money.

2 Why is bamboo not a perfect plant? (There are two reasons.)

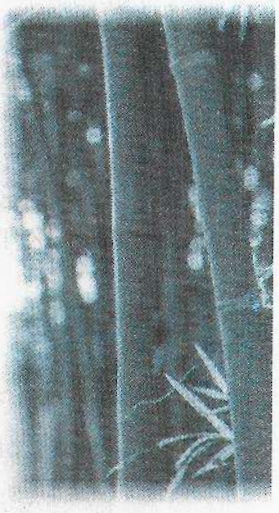
.....

3 Why is cotton, not bamboo, used for luxury clothes?

.....

4 Would you like to buy clothes made from bamboo? Why/Why not?

.....



Writing

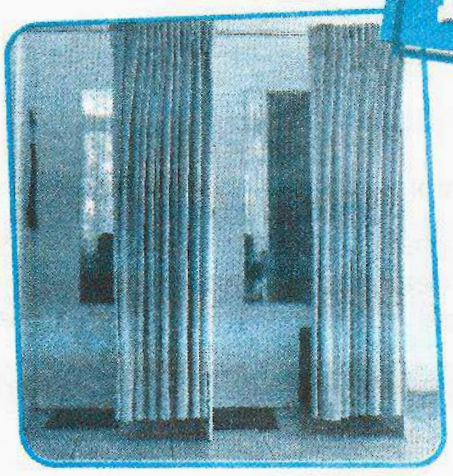
4 Describe an industry in Egypt. Think about the following:

- What does it make?
- Is it good or bad for the environment?

Vocabulary

1 Match to make phrases.

1	[c] Ancient	**a**	occasion
2	[ ] changing	**b**	party
3	[ ] cotton	**c**	Egypt
4	[ ] special	**d**	industry
5	[ ] birthday	**e**	room



Language

2 Complete the dialogue with these words.

changing fit one smart ~~special~~ take that try



Shopkeeper: Hello, can I help you?

Ayman: Hi, yes, I'm looking for a jacket for a [1] special occasion. My cousin is getting married next week.

Shopkeeper: That's nice. What type of jacket would you like?

Ayman: I'd like something loose but [2] _____.

Shopkeeper: We have this black jacket, or [3] _____ red one in the window.

Ayman: They're both nice. Could I try on the blue [4] _____?

Shopkeeper: Of course. The [5] _____ room is there.

Ayman: What do you think? Does it [6] _____?

Shopkeeper: It's a bit big. I have a smaller one you can [7] _____ on.

Ayman: Thank you. Yes, this one fits perfectly. I'll [8] _____ it!

Shopkeeper: Good.

Listening

3 Listen to check your answers to Exercise 2. Then role-play the dialogue.

Writing

4 Write a paragraph of about 90 words about a special occasion you are going to soon.

- Say what the special occasion is.
- Describe what you would like to wear.
- Describe what you will buy for this occasion.

10 Lesson 6



Vocabulary

1 Complete the table with these words.

chest of drawers ~~cool~~ fantastic handbag headphones jacket leather linen metal old plastic striped tool useful wooden

adjective	material	object
cool		

Reading

2 Read the advert. Which of the objects in Exercise 1 is it trying to sell?

I'm selling a cool, old wooden _____. It was made in 1910 for my great-grandfather! It's large and perfect for keeping things in, but we have moved house and our new home is too small for it. If you are interested, email me and we can discuss the price.

3 Read and correct the underlined words in this advert.

Would you like to [1] by a really useful tool? I'm selling a nice strong [2] ones that you can use in the garden. It is made of metal with [3] wool at the top. It's perfect for people who want to grow vegetables – and the price is not [4] luxury, it's very cheap! Email me if you are interested.

1 buy
2 _____
3 _____
4 _____



Writing

4 Find an English advert online and answer the questions.

1 What is the advert for? _____
2 What words does it use to describe what it is selling? _____
3 Do you want to buy what they are selling? Why/Why not?

_____

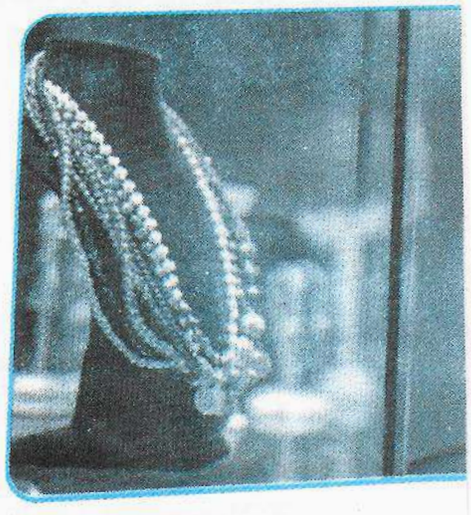
_____

Review

1 Complete the sentences with these words.

belt ~~casual~~ cotton earrings occasion smart trainers try

Usually, Hamdi and his sister Lama like wearing [1] casual clothes such as T-shirts and [2] _____. Today, they are wearing clothes for a special [3] _____. It is their grandfather's 70th birthday! Hamdi is wearing a [4] _____, blue jacket. Lama is wearing a loose, [5] _____ dress with a pretty pair of [6] _____. Hamdi also has a new pair of trousers. He bought them online, so he did not [7] _____ them on first. They are a bit big, so he is wearing a leather [8] _____, too.



2 Read the descriptions. Can you add an adjective?

1 It's a beautiful new, blue, linen dress.
2 He wore a long, _____, cotton galabeya.
3 We saw a big, old, _____ statue in the museum.
4 Look at that pretty, long, _____ necklace.
5 The man wore _____, green, plastic sunglasses.

3 Make these sentences plural.

1 How much is that necklace in the window?
How much are those necklaces in the window?
2 That bird is flying very high. _____
3 Should I buy the red chair or the black one? _____
4 I really like this pair of trousers. _____
5 This book is funny, but that one is very boring!
_____

4 Write a blog about something you bought from a clothes shop.

- Say what you bought.
- Say if you tried it on before you bought it or not.
- Describe its colour and size.
- Write a sentence to summarise why you liked it.

Unit 11

Lesson 1

The future of our planet

Vocabulary

1 Match the words with their meanings.

1	[d] install	**a**	fix something that is broken
2	[ ] reduce	**b**	make something safe from danger
3	[ ] repair	**c**	equipment that changes the sun's light into electricity
4	[ ] save	**d**	put equipment somewhere so it is ready to use
5	[ ] solar panels	**e**	equipment that uses the wind to make electricity
6	[ ] wind turbine	**f**	make something less in amount or size

2 Complete the sentences using the correct form of the words from Exercise 1.

1 There was a fire in the flats and firefighters saved a family.
2 We should use ..... on buildings in sunny countries like Egypt.
3 My uncle helped us to ..... a new washing machine this morning.
4 I think electric cars will help to ..... pollution in the future.
5 This computer does not work. We need to ask someone to ..... it.
6 You see a lot of ..... in windy countries like England.

Language

3 What are these people planning to do? Write sentences with *going to*.







1 The boy and his father are going to watch a football match.
2 .....
3 .....

Writing

4 Complete your research results from Student's Book page 44.

Vocabulary

1 Match to make phrases for environmental problems.

1	[b] cause	**a**	rubbish
2	[ ] damage	**b**	pollution
3	[ ] use	**c**	the environment
4	[ ] leave	**d**	too much water

2 Many adjectives end in *-al*. Complete the table.

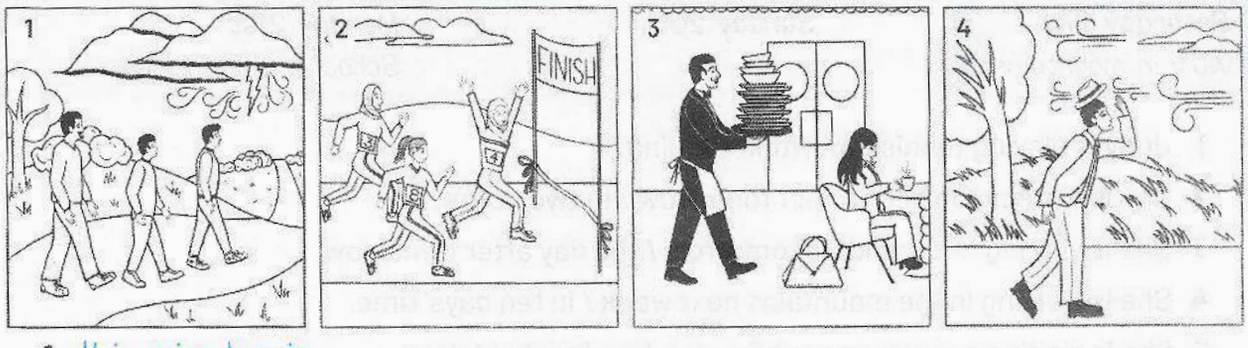
noun	adjective
environment	1 environmental
2	natural
music	3 .....
tradition	4 .....

3 Choose the correct words.

1 The desert is a difficult **environment** / **environmental** to live in.
2 Tourists love to visit **tradition** / **traditional** villages.
3 Storms and floods are **nature** / **natural** events.
4 We like playing **music** / **musical** together.
5 Cars in the desert can cause **environment** / **environmental** problems.

Language

4 What do you think is going to happen? Write sentences.



1 It is going to rain.
2 .....
3 .....
4 .....

Writing

5 Look out of the window. What do you think the weather is going to be like later today? Write three sentences.

.....
.....
.....

11 Lesson 3



Vocabulary

1 Complete the sentences with these words.

conservation control drone ~~mangrove~~

1 A lot of animals live in the mangrove forests next to the sea.
2 Volunteers are working on a _____ project to save Egyptian tortoises.
3 I love playing computer games because I can _____ what the people do on the screen.
4 People sometimes use a _____ to film animals from the sky.

Language

2 It is midday on Saturday 12th May. Read Judy's diary and choose the correct time expressions.

Saturday 12th	Sunday 13th	Monday 14th
12 pm Now 8 pm Play tennis	Do project	Visit grandma

Saturday 19th	Sunday 20th	Monday 21st
Walk in mountains		School trip to museum

1 Judy is playing tennis now / this evening.
2 She is working on her project tomorrow / in two hours.
3 She is visiting her grandma tomorrow / the day after tomorrow.
4 She is walking in the mountains next week / in ten days' time.
5 She is visiting a museum next Sunday / in nine days' time.

Listening

3 Listen and complete Khaled's diary.

Saturday 12th	Sunday 13th	Monday 14th
12 pm Now 8 pm [1] See a play	[2] _____	[3] _____

Saturday 19th	Sunday 20th	Monday 21st
[4] _____		[5] _____

Lesson 4

11



Vocabulary

1 Complete the sentences with these words.

bacteria location ~~filter~~ system

1 Scientists can use a filter to take out small pieces of plastic from rivers.

2 Scientists used the new app to determine the ..... of underground water.

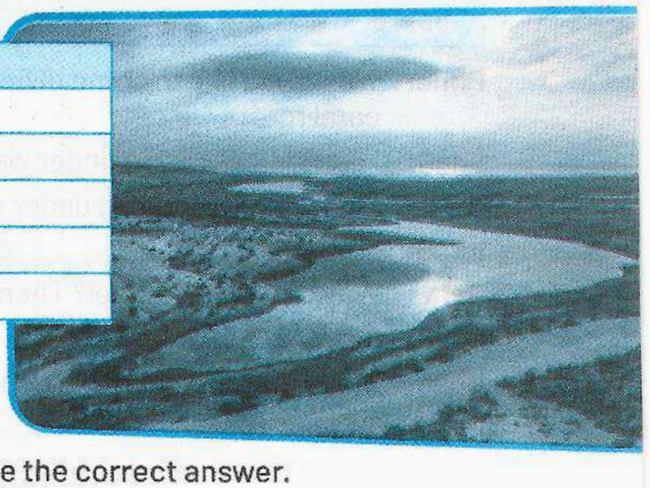
3 We have a ..... for recycling in our house: we put old bottles in a box, then take them to the recycling bin once a week.

4 Don't drink water from a canal because it can be full of dangerous .....

2 Complete the table. Can you add any words?

~~canal~~
desert
forest
jungle
lake
mountain
river
sea

water	land
canal	



Reading

3 Read the article in Student's Book page 50. Choose the correct answer.

1 How much plastic is in our seas?
a a lot **b** a little **c** a few **d** many

2 What do the filters do on the Ocean Cleanup Array?
a They kill wildlife. **b** They save plastic.
c They take plastic out of sea water. **d** They cause pollution.

3 What is the problem with some water in India?
a It is not enough. **b** Animals live in it. **c** It is expensive. **d** It is not clean.

4 How does Deepika's green system work?
a It removes salt. **b** It uses chemicals.
c It is expensive. **d** It kills bacteria and cleans water.

Writing

4 What environmental problems do you think we are going to solve in the future? Write a paragraph of about 90 words in your notebook.

- Describe what the problem is.
- Suggest a possible solution.

11 Lesson 5



Vocabulary

1 Match to make activities.

1	[c] horse	**a**	watching
2	[ ] bird	**b**	gazing
3	[ ] rock	**c**	riding
4	[ ] star	**d**	climbing

2 Complete the dialogue with these words.

bored fun get love ~~scary~~

Baher: Would you like to come diving next weekend, Imad? We're going to go to a coral reef!

Imad: I don't know. Diving under water looks a bit [1] scary to me.

Baher: If you don't like going under water, you could stay on the boat.

Imad: I think I'd [2] _____ cold and [3] _____ on the boat.

Baher: Why don't you snorkel? Then you don't go under water but you can see the fish.

Imad: Yes, that might be [4] _____.

Baher: Great! Let's all snorkel. We don't need a boat, we can go from the beach!

Imad: Thanks, I'd [5] _____ to.

Language

3 Are the following expressions *positive* (✓), *negative* (✗) or *not sure* (?)?

1	I'd get cold and bored. [✗]	2	It looks a bit scary. [ ]
3	I've always wanted to do that. [ ]	4	It might be fun. [ ]
5	I'd love to do that. [ ]	6	It looks really exciting! [ ]

Writing

4 What do you think of these activities? Write expressions from Exercise 3.



bungee jumping



hot-air ballooning



fishing



sandboarding

1 _____ 2 _____ 3 _____ 4 _____

_____ _____ _____ _____

Lesson 6 11

Language

1 Put these time expressions in order from the past to the future.

at the moment
in three days' time
~~the day before yesterday~~
tomorrow
yesterday

past ↑ ↓ future

1 the day before yesterday
2 .....
3 .....
4 .....
5 .....

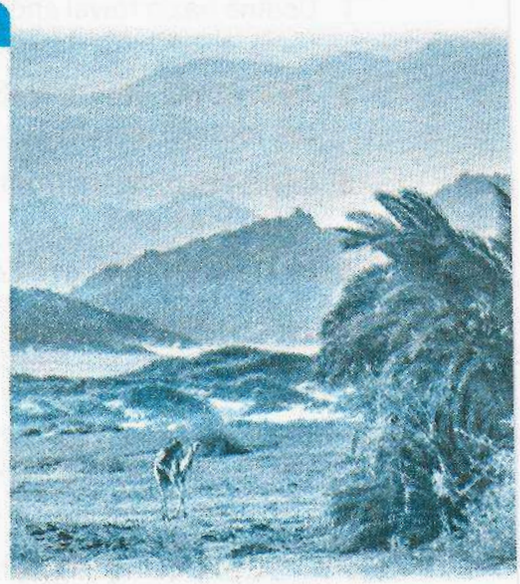
Reading

2 Read Hamdi's email and circle the correct time expressions from Exercise 1.

New message

Hi
Guess where I am? [1] **At the moment / Yesterday**, I'm walking in the desert in the Nabq Nature Reserve. It's really interesting. [2] **Tomorrow / Yesterday**, we visited the mountains. It was very hot! [3] **In three days' time / The day before yesterday**, we went diving in the coral reefs at Shoura al Manquata. The fish were amazing. [4] **Tomorrow / The day before yesterday**, we're going to visit Wadi Kid. I'm looking forward to seeing the beautiful birds that live there. We're coming home [5] **yesterday / in three days' time**.
What are you doing? Write to me and tell me your news.
Best wishes, Hamdi

SEND



3 Read the email again and answer the questions.

1 What is Hamdi doing now? He is walking in the desert.
2 What was the problem yesterday? .....
3 What did he do two days ago? .....
4 What does he want to see at Wadi Kid? .....
5 Today is Wednesday. On what day is Hamdi going to be home? .....

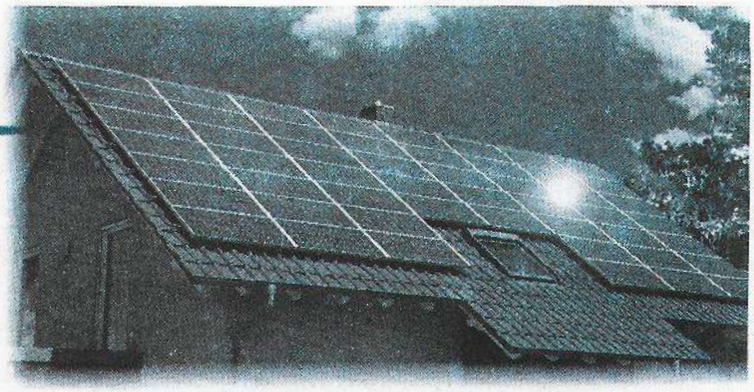
Writing



4 Imagine that you are on holiday. Write an email to a friend in your notebook.

- Describe the last few days.
- Say what you are doing now.
- Talk about your plans for the next few days.
- Use some time expressions.

11 Lesson 7



Review

1 Choose the correct words.

1 You should put **solar panels** / **turbines** on your roof so you can make electricity.
2 I don't like old cars because they **cause** / **put** a lot of pollution.
3 Mona forgot her pen today, so I'll **lend** / **receive** her mine.
4 Are there any **environment** / **environmental** problems in the area near you?

2 Answer the questions with *going to*.

1 Osama has a towel and is walking towards the sea. What is he going to do?
He is going to go swimming.
2 After 85 minutes, it is the Blue team *five* and the Red team *one*. Who is going to win the football match? .....
3 Injy is ten minutes from the station and the train goes in five minutes. Is she going to catch the train? .....
4 Mr Medhat is going to England in January. Why is he going to take a big coat?
.....
5 Lamia's family are learning to speak Japanese. Where are they going to go on their holiday? .....

3 Match to make sentences.

1	c	It is Tuesday today, so Thursday is	**a** this afternoon?
2		We're going to Spain in 14 days, so that's	**b** next week?
3		It's 1.55. Ayman is going to his 2 pm music lesson	**c** the day after tomorrow.
4		It's Thursday evening. What school lessons do we have	**d** in two weeks' time.
5		It's hot this morning. What is the temperature going to be	**e** in five minutes.

4 Complete the sentences with the correct form of the verb in brackets to talk about future arrangements.

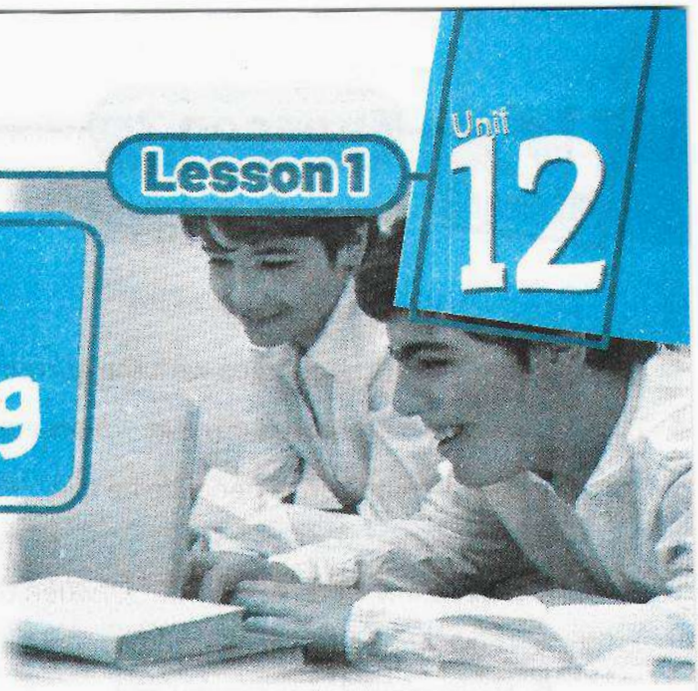
1 Lara is playing (play) tennis at 4 o'clock tomorrow.
2 Let's run, because the bus ..... (leave) in ten minutes' time.
3 Don't use classroom 5 because some men ..... (paint) it this afternoon.
4 Fawzy ..... (not work) next week because he has a holiday.
5 ..... you ..... (walk) to the museum later? It's not very far.

5 Write a paragraph of about 90 words in your notebook about an activity you want to try in the future. Say why you want to try it.

Lesson 1

Unit 12

Languages and learning



Vocabulary

1 Complete the sentences with these words.

~~take notes~~ Learners mostly repair

1 I listen carefully to my teacher and take notes.
2 ..... study science three times a week during the school term.
3 This computer is very slow. I think we need someone to ..... it.
4 It was ..... cloudy today. There wasn't much sun.

Reading

2 What sort of learners are the following? Choose the correct words.



1 Habiba likes summarising a text. For example, if a text is 100 words long, she writes a summary in about 15–20 words. Habiba learns best by doing things / writing.



2 Fares remembers things easily. I showed him a map of how to walk to my house yesterday. He says he can see the map in his head today! Fares learns by listening / seeing things.



3 For Dareen, the best way to remember English grammar is to make up a song about it! Then she sings the song quietly to herself. She says it is a great way to remember irregular verbs! Dareen learns best by listening / reading and writing.

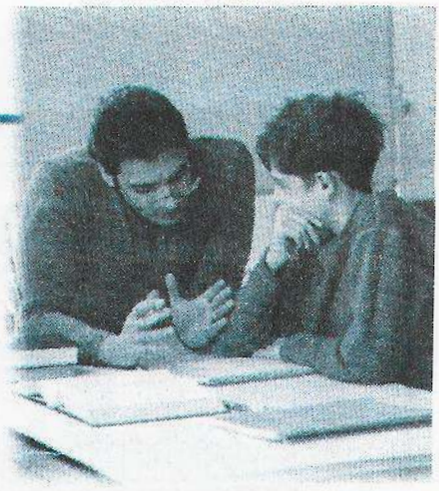


4 Marwan finds it difficult to understand science books, but when he does an experiment in the laboratory, he always understands what is happening! Marwan learns best by doing things / listening.

Writing

3 What sort of learner are you? Write a paragraph of about 90 words in your notebook. Use the ideas you discussed in the Student's Book.

12 Lesson 2



Vocabulary

1 Complete the sentences with the correct form of these words.

decide disappointed ~~fail~~ pass proud

1 Medhat can't drive because he failed his driving test.
2 I am very ..... of my little brother. He always wins medals in tennis!
3 The family were ..... when they found their hotel room was next to a factory!
4 Don't worry, the teacher thinks that all the students in our class will ..... the test.
5 Nadia looked at the menu and ..... to have fish with rice.

Language

2 Match to make sentences.

1	b	About five million people	**a** but now she loves it.
2		At the moment,	**b** live in Alexandria.
3		Last Tuesday, my uncle	**c** my brother is working in a bank.
4		Hala didn't use to like fruit,	**d** I don't think he'll come out this evening.
5		Ali is feeling ill, so	**e** flew to Paris.

3 Choose the correct words.

My village [1] **didn't use to have / isn't having** any tourists, but now lots of visitors [2] **come / came** here every year. At the moment, lots of American tourists [3] **take / are taking** photographs of the castle. Last year, we [4] **had / used to have** visitors from China and Japan, too! Next year, they [5] **build / are going to build** a new hotel in the park. I am disappointed about this, because I think they [6] **will cut / are cutting** down some of the trees to build it.

Writing

4 Complete the sentences. Make sure that you use the correct tense.

1 At the moment, I am doing an English exercise.
2 Every week, my best friend .....
3 Yesterday, ...
4 When I was a small child, ...
5 In the future, I think .....
6 Tarek has got a ticket for the theatre and he .....
7 Next Tuesday, my family and I .....

Vocabulary

1 Read and choose the correct form of communication.

1 Shady is waiting at the front door of his friend's house. He knows someone is inside the house because he can hear **touch / sounds**.

2 It's the end of a football match. All the players in the blue team are leaving the field very slowly. They all have their heads down. We know they are disappointed with the result by their **body language / eye contact**.

3 A blind man walks into a clothes shop and buys a shirt. He chooses the shirt by **sounds / touch**.

4 Malak and Randa are sitting on different sides of a busy library. They must be quiet in the library. Randa knows that Malak wants to leave because she makes **sounds / eye contact** with her.

5 Some children are watching a film. We know the film is scary by their **facial expressions / eye contact**.

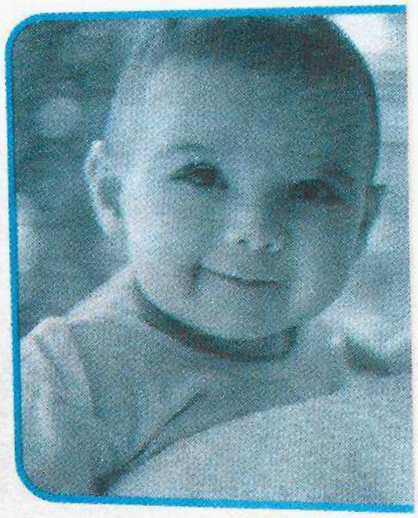


Language

2 Complete the dialogue with these words.

body expressions How Let's should think ~~point of view~~

Ola: I'm looking after my baby cousin Lina today. Isn't she lovely?
Injy: Yes, but how can you understand what she wants?
Ola: From my [1] point of view, you should first look at the baby's facial [2] _____, so you know if they are happy or sad.
Injy: That's true.
Ola: I [3] _____ Lina's tooth is hurting her. You can see from her [4] _____ language.
Injy: What [5] _____ we do?
Ola: [6] _____ try to make her laugh.
Injy: Good idea. [7] _____ about singing a funny song!



Listening

3 Listen and check your answers to Exercise 2, then role-play the dialogue.

Writing

4 A friend is going to look after some animals on his/her uncle's farm. Write an email in your notebook giving some advice about how he/she can communicate with the animals.

12 Lesson 4

Vocabulary

1 Complete the crossword.

Across →

1 a way of speaking used in one area

3 of a whole country

5 a good thing about something

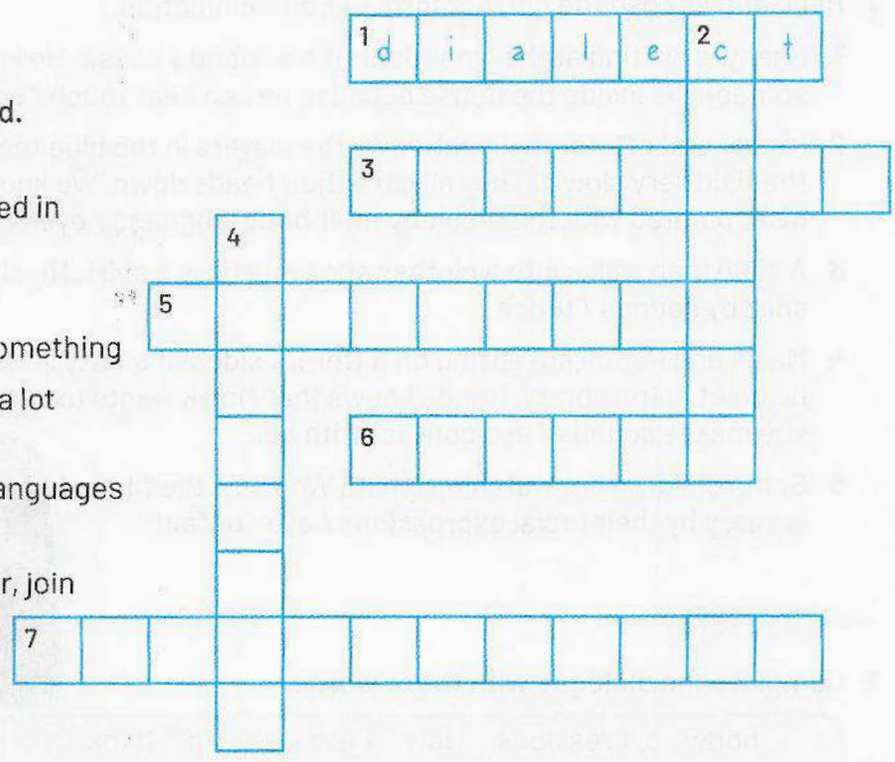
6 a person who knows a lot about a subject

7 able to speak many languages

Down ↓

2 bring people together, join

4 the thing that makes you different to other people



Reading

2 Complete the text with the correct form of the words from Exercise 1 (there is one word you do not need).



The languages of Switzerland

Switzerland is a small European country. Here, you do not need to be an [1] expert to speak many languages. That is because nearly all people in Switzerland are [2] .....: they speak the country's four [3] ..... languages. That is because each area of Switzerland has always had its own [4] ..... and its own language. The parts of Switzerland near Italy speak Italian, the parts near Germany speak German and the parts near France speak French. In the southwest of Switzerland, they also speak a [5] ..... called Romansh. Each language [6] ..... the people with their area, but they are also very proud of their country.

Writing

3 Answer the questions

1 What is the national language of Egypt? .....

2 In what ways do you think your language connects you to the country?

.....

3 Which people in your country speak dialects? .....

4 What advantages does speaking different languages give you? .....

Lesson 5 12

Vocabulary

1 The prefix *dis-* usually has a negative meaning. What is the opposite of these words? Be careful! One word is different.

1 *connected*	**a** disconnected
2 advantage	**b** .....
3	**c** disorganised
4	**d** disappointed

2 Choose the correct words.



The Portuguese and Spanish languages are [1] **connected / disconnected** in many ways, and many written words look the same. However, Spanish speakers who think that Portuguese is easy to learn will be [2] **happy / disappointed.** That is because the pronunciation of Portuguese is very different. In fact, it can be [3] **an advantage / a disadvantage** if you speak Portuguese with a Spanish accent: they might not understand you! If you want to learn both languages well, be [4] **disorganised / organised** and learn them as if they were two different languages.

Reading

3 Complete the study plan with these words.

Don't ~~Make~~ Read Watch Work Write

Study plan: how to learn English vocabulary

1 Make **flashcards** of words that you need to remember, organised by topic (for example, words for furniture).

2 ..... the words in **context**: that means putting the word in a written sentence, so you can see how it works with other words.

3 ..... try to remember too many words at the same time: find how many words is best for you.

4 ..... English-language TV programmes or films and listen for known words.

5 ..... as many stories and news articles as you can: it's the best way to learn vocabulary!

6 ..... with a friend and try to test each other on important words.

Writing

4 Write notes in your notebook about how to learn English vocabulary.

- Put the advice in Exercise 3 in order from most to least useful for you.
- Write the advice again in notes.
- Remember that you can just use short sentences.

12 Lesson 6

Reading

1 Mario is writing an email to an English language school. Read and correct the underlined words.



New message

Hi

My name's Mario. I have [1] am fourteen years old. My birthday is 14 Febrary [2] ..... and I'm from Italy. My adress [3] ..... is 7 North road [4] ....., Rome and my phone number is 889900. I dont [5] ..... have email (my parents don't like computers!). I want improve [6] ..... my English because I want to do well in my exams last [7] ..... year. I think that your course sounds fun and I think I am going to [8] ..... enjoy your activities. I love playing the [9] ..... sports such as football and tennis. I look forward to hear [10] ..... from you,

Yours, Mario Dollo

SEND

2 Now complete Mario's application form for the English school.

Name: Mario Dollo ..... Age: .....
Date of birth: ..... Nationality: .....
Address: ..... Phone number: .....
Personal statement: .....
.....
.....
.....
.....

Writing

3 Read the advert for a volunteer and write a personal statement in your notebook to say why you want to help.

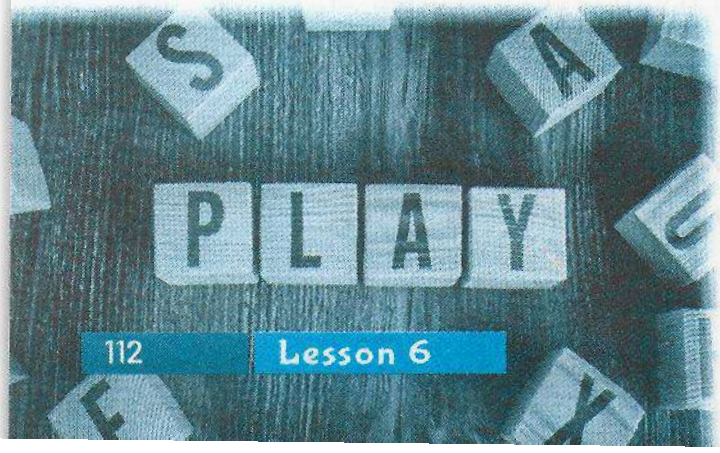
Volunteers wanted!

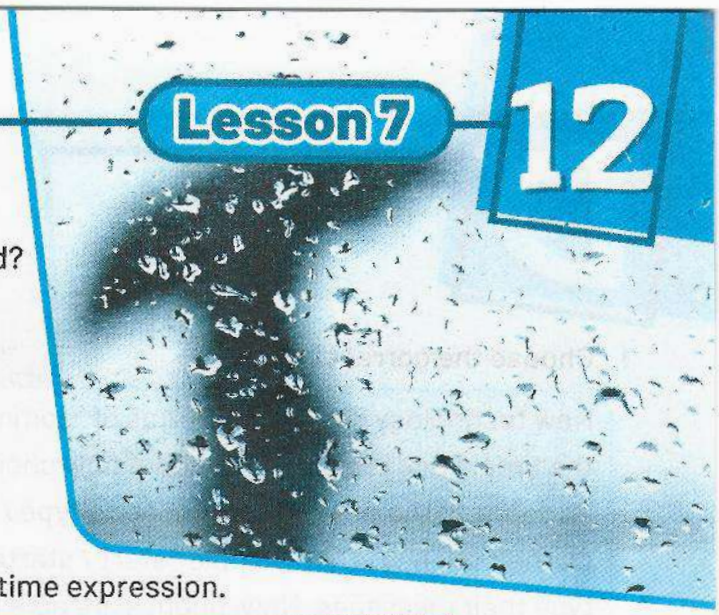
- Are you learning English at school?
- Do you want to practise your English and help in the community?
- Come and help at the Park Primary School!

We have lots of young children who love playing English games and listening to English songs and stories. If you have one or two hours a week to help our busy teachers, send us a personal statement.

Note:

A volunteer is a person who helps others without getting anything in return.





Lesson 7 12

Review

1 Match to make phrases. Which is one word?

1	d	personal	**a** expression
2		eye	**b** lingual
3		facial	**c** language
4		multi	**d** statement
5		body	**e** contact

2 Complete the sentences with the correct time expression.

~~at the moment~~ In the future Last week Next Monday usually

1 Look outside! It's raining at the moment.
2 Mona ..... walks to school, but today she came by bus.
3 ....., I went to the park with my cousins.
4 ....., Judy is going to start learning French. She already has a French book.
5 ....., I think we'll have more lessons online.

3 Complete the text with the correct form of the verb in brackets.

When my father was younger, he [1] used to help (help) on his uncle's farm. One day, he [2] ..... (walk) past the building where the horses slept when he saw some smoke. He realised there was a fire. The horses were frightened and they [3] ..... (not want) to leave the building. My father was very calm and made eye contact with the horses. Then he carefully [4] ..... (take) them from the building. When I [5] ..... (hear) this story, I decided that I wanted to become a vet. Next year, I [6] ..... (start) studying at university. I think it [7] ..... (be) difficult work, but I [8] ..... (love) animals. I'm looking forward to working with them in the future.

4 You have now finished the last unit of the course. Complete this review of Units 1–12.

Course review

1 Units I found most interesting: .....
2 Units I found most difficult: .....
3 Language (tenses, spelling and punctuation) I need to practise: .....
4 Vocabulary topics I need to improve: .....
5 Other areas I need to work hard at (for example spelling, pronunciation...)
.....

Review D



1 Choose the correct words.

New technology means that forms of [1] **communication / conservation** are changing all the time. For example, think about how phones have [2] **developed / reduced** over the last 20 years. In the past, people [3] **used to type / were typing** messages using special letters on their phones. Then, people [4] **start / started** to touch the screens on their phones to type their messages. Now, phones are able to understand people's [5] **mouths / voices** and many people [6] **are speaking / spoke** to their phones to send messages. Some scientists think that phones [7] **are going to know / know** what people think in the future. Perhaps our phones will read our facial [8] **expressions / look** before they send a message!

2 Read the article again and answer the questions.

1 What has happened to phones over the last 20 years? They have developed.

2 How did people use to send messages on a phone? .....

3 What did people start to do later? .....

4 What can phones now understand? .....

5 Do you think that phones will know what we think in the future? .....

3 Complete the dialogue with these words.

climb fit hat leather let's one scary should size point of view

Guide: We're going to [1] climb that big mountain today, Karim.
Karim: Do you mean the mountain with the snow on top?
Guide: No, we're going to climb the [2] ..... with the tall, green trees on it.
Karim: It looks a bit [3] ..... to me!
Guide: From my [4] ....., it won't be scary if you wear the correct clothes.
Karim: OK, what [5] ..... I wear?
Guide: You should wear these thick [6] ..... boots, and this hard, plastic [7] .....
Karim: This hat is too big. Do you have a smaller [8] .....?
Guide: Here you are. Does it [9] .....?
Karim: Yes, thank you.
Guide: OK, [10] ..... go up the mountain!



4 Listen to check your answers, then role-play the dialogue.

5 Complete the descriptions with these words. Then match the people to three of the photographs.

casual cotton loose ~~galabeya~~ scarf special traditional T-shirt

Tarek is wearing a long, loose, cotton [1] galabeya. He's also wearing a long, wool [2] _____.

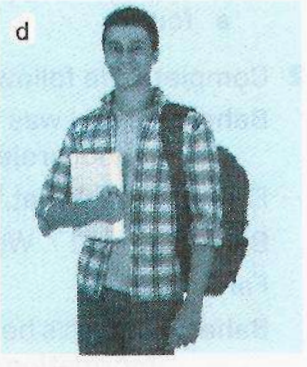
Osama is wearing [3] _____ clothes, but I think he looks smart. He's wearing a [4] _____ with a blue and white shirt over it. He's also wearing [5] _____ trousers, but I don't think he's wearing a belt.

Deena is at a [6] _____ occasion. She is wearing smart [7] _____ clothes. I love her beautiful, white scarf. She's also wearing a [8] _____, long, dress with flowers on it.









_____ _____ Tarek _____ _____

6 Now write a description of the person in the other photograph.

_____

_____

_____

7 Match to make study tips.

1	d	Be	**a** lots of short breaks.
2		Manage	**b** alone or with your friends.
3		Take	**c** well if you can.
4		Work	**d** organised.
5		Sleep	**e** your time carefully.

8 Answer the questions about Exercise 7.

1 Which study tip do you think is the most useful? _____

2 Which tips do you already do? _____

3 Which tips are you going to try? _____

4 What other things are you planning to do to improve your English?

_____

End of Term Practice

1 Listen and choose the correct answer from a, b or c.

1 What does Injy know how to cook?
a a few things **b** many things **c** only cakes

2 Why do they decide to make a carrot cake?
a Hala only eats vegetables. **b** Hala likes healthy food. **c** They find a recipe for it.

3 What will Amira do to make the cake?
a mix the flour and sugar **b** add some eggs **c** cut the carrots

4 How many nuts should they put on the cake?
a four **b** fourteen **c** ten

2 Complete the following dialogue.

Baher: Fares, I was wondering if you would like to come to my house today to work on our school project.

Fares: Great. What [1] time ..... ?

Baher: Around 7. We could research some information together.

Fares: [2] ..... ?

Baher: I think it's better if we use the computer. Books won't give us all the information we need.

Fares: That's true. It's a [3] ..... to look at different websites.

Baher: Would you bring some paper?

Fares: Why do you want them? We are going to do online research!

Baher: [4] .....

Fares: [5] ..... we need to take notes on important information.

3 Read the text. Then answer the questions.

When we taste food, our mouths tell us if the food is sweet, salty or spicy. But why do some people like some types of food and not others? There are many reasons. For example, some people don't like a type of food because they remember being ill after they ate it.

However, it is believed that you can change what you like. We often don't like unusual food because our brain doesn't understand it. So if you want to start liking food that is healthy, such as green vegetables, you should eat it more often. Then your brain will recognise it. You can also train your brain not to like something. For example, many people who stopped putting sugar on things found, after a time, that they didn't like sweet things.

So if you like sweets and don't like vegetables, you should train your brain to eat more healthily!

1 Why do people often not like unusual food? Because their brain doesn't understand it. .....

2 Why do you think people trained their brains not to like sugar? .....

3 Some people don't eat certain food because they .....

a ate it before and liked it **b** ate it and didn't like it.

c didn't try it before. **d** some people told them that it wasn't tasty.

4 What do you think the word *recognise* means?

a know because you have seen it before **b** photograph **c** learn about **d** like

5 If you want to stop liking unhealthy food, ...

a eat healthy foods instead. **b** stop eating this type of food. **c** eat this type of food often. **d** a and b

4 Choose the correct answer from a, b, c or d.

1 If you feel ill, you .... a doctor.
a will see **b** should see **c** see **d** would see

2 My grandfather had an accident when he was younger and ... to walk very well.
a can't **b** doesn't know **c** is not able **d** won't

3 Please don't put ... salt on my food. I don't like it.
a many **b** a lot **c** a few **d** any

4 Tarek is not very hungry, so he only wants ... rice with his chicken.
a a few **b** a little **c** a lot of **d** any

5 Mona knows ... draw. Let's ask her to draw us a picture.
a how **b** to **c** how to **d** able to

6 This email is in Spanish. Are you able to ... it for me?
a translate **b** taste **c** say **d** waste

7 Waleed can't come out this morning because he needs to .... for a delivery.
a buy **b** pay **c** save **d** spend

8 People who do sport like to eat rice and pasta because they give them lots of ... .
a fast food **b** salt **c** sugar **d** energy

9 Before you fry food, you should ... some oil in a pan.
a make **b** serve **c** heat **d** fire

10 Judy's little sister hurt her hand and started ... .
a crying **b** laughing **c** hiding **d** wondering

5 Read and complete with the correct form of these words.

visit add invent act

1 Ramy's invention saves a lot of water and helps the environment.

2 The story was very slow and there was very little .....

3 Don't ..... too much salt. It's unhealthy.

4 Reham is ..... the museum next weekend. Her mum gave her tickets.

6 Choose one of the following.

- Write a short review of about 90–100 words on a book, film or a place you like.
- Write an email of about 90–100 words on an environmental problem you have near you, and how you could help solve this problem.

Irregular verbs

Present simple	Past simple	Past participle
am/is/are	was/were	been
beat	beat	beaten
become	became	become
begin	began	begun
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
cut	cut	cut
drink	drank	drunk
drive	drove	driven
do	did	done
eat	ate	eaten
feed	fed	fed
feel	felt	felt
find	found	found
forget	forgot	forgotten
get	got	got
give	gave	given
go	went	gone
grow	grew	grown
have/has	had	had

Present simple	Past simple	Past participle
hide	hid	hidden
know	knew	known
lend	lent	lent
make	made	made
put	put	put
read	read	read
run	ran	run
say	said	said
see	saw	seen
sew	sewed	sewn
sit	sat	sat
sleep	slept	slept
spend	spent	spent
swim	swam	swum
take	took	taken
tell	told	told
think	thought	thought
understand	understood	understood
wake	woke	woken
wear	wore	worn
win	won	won
write	wrote	written

Glossary

a

adventure film (n) [U9]: a film that has a lot of exciting events

addicted (adj) [U7]: liking something so much that you want to do or have it all the time

advantage (n) [U12]: something good about a situation that helps you

adventure (n) [U9]: an exciting and sometimes dangerous experience

allergic (adj) [U8]: having a condition that makes you feel ill after you eat, breathe or touch something

app (n) [U7]: a small computer program that you can use on a mobile phone or other electronic device

artist (n) [U9]: someone who does paintings and drawings

b

bacteria (n) [U11]: very small living things that sometimes cause disease

beat (v) [U8]: mix food quickly using a fork, wooden spoon, etc.

belt (n) [U10]: a strip of leather or material that you wear to support clothes or for decoration

blind (adj) [U9]: not able to see

body language (n) [U12]: the way you move your body, that shows people what you are feeling

bone (n) [U8]: one of the hard parts of the skeleton inside a person or animal

borrow (v) [U10]: get something from someone that you plan to give back after a period of time

c

casual (adj) [U10]: casual clothes are not formal or not suitable for special occasions

changing room (n) [U10]: a room where people can change their clothes, for example, in a shop

cello (n) [U9]: a large, wooden musical instrument with four strings that you hold between your knees to play

chemical (n) [U11]: something made by scientists in chemistry or produced by chemistry

chop (v) [U8]: cut something into small pieces

clarinet (n) [U9]: a musical instrument that you play by blowing into it and pressing metal keys

connect (v) [U12]: join two things or places together

conservation (n) [U11]: the protection of natural things such as forests, birds and animals

control (v) [U11]: make a person, organisation or object do what you want

cool (interjection) [U9]: great, fantastic

cotton (n) [U10]: material made from the cotton plant, used to make shirts, trousers etc.

crop (n) [U10]: a plant such as a fruit, rice or wheat grown in large amounts to be sold or eaten

cry (v) [U9]: produce water from your eyes, usually because you are sad, angry or hurt

d

dairy product (n) [U8]: things that you can eat which are made from the milk of a cow, such as cheese and butter

decide (v) [U12]: make a choice to do something

dialect (n) [U12]: a form of a language that people speak in a particular part of a country

disappear (v) [U7]: suddenly go somewhere and become impossible to find

disappointed (adj) [U12]: not happy because something you wanted did not happen or was not very good

durian fruit (n) [U8]: a hard green fruit common in Malaysia, with a soft yellow inside that smells bad but tastes nice

e

earring (n) [U10]: a piece of jewellery, usually one of a pair, worn in or on an ear

energy (n) [U8]: the ability to do a lot of work or activity without becoming tired

escape (v) [U9]: succeed in leaving a place where you do not want to be

explain (v) [U12]: make something clear or easy to understand by giving reasons for it

expert (n) [U12]: someone who has a lot of skill in or knowledge about something

explore (v) [U7]: look around a place where you have never been in order to find out what is there

eye contact (n) [U12]: if two people make eye contact, they look at each other at the same time

f

facial expression (adj) [U12]: the look on someone's face showing what they feel or think

fail (v) [U12]: not be successful

fast food (n) [U8]: food that can be served very quickly in a café or restaurant because it is already prepared

filter (v) [U11]: pass a liquid or gas through a piece of equipment in order to remove solid pieces

fit (v) [U10]: be the correct size or shape for someone or something

flute (n) [U9]: a musical instrument that you play by blowing across a hole near one end

free (adj) [U9]: without paying money

fry (v) [U8]: cook something in hot oil or fat

frying pan (n) [U8]: a flat, metal pan used for frying food

g

galabiya (n) [U10]: a long, loose piece of clothing

green (adj) [U11]: if something is green, it does not damage the environment

gold (adj) [U10]: made of a very valuable yellow metal used to make coins and jewellery

h

handbag (n) (n) [U10]: a small bag, usually carried by women, used for money, keys, make-up, etc.

headache (n) [U7]: a pain inside your head

headphones (n) [U7]: a piece of equipment that you wear over your ears so that you can listen to music without anyone else hearing it

headscarf (n) [U10]: material that women wear to cover their hair

helicopter (n) [U7]: a form of transport that flies using long, thin parts on top of it that turn round and round very quickly

hide (v) [U9]: go to a place where you cannot be seen or found, or put something in a place where it cannot be seen or found

hug (v) [U9]: put your arms around someone and hold them closely, usually because you love them

horrible (adj) [U7]: very bad, not nice at all

i

identity (n) [U12]: the thing that makes you different to other people

industry (n) [U10]: the companies and activities that produce things you can sell, especially in a factory or special area

impossible (adj) [U7]: if an action or event is impossible, it cannot happen or be done

install (v) [U11]: put a piece of equipment somewhere and make it ready to use

instrument (n) [U9]: an object that is used for playing music

j

jewellery (n) [U10]: objects that you wear on your clothes or body that are usually made from valuable stones or metals, such as gold and silver

juicy (adj) [U8]: full of juice

l

leather (adj) [U10]: a material made from an animal, used to make shoes, bags, clothes, etc.

lever (n) [U7]: a handle that you push or pull to make a machine work

linen (n) [U10]: a strong material made from part of the flax plant

location (n) [U9]: a specific place or position

m

make-up (n) [U9]: what people put on their faces in order to make themselves look nice or different

mangrove (n) [U11]: a tropical tree, found near water, whose roots grow partly above ground

metal (n) [U10]: a hard, strong material often used to make bridges, the inside of buildings, etc.

by mistake (expression) [U7]: something you do or say without intending to

mostly (adv) [U12]: in most cases/most of the time

motorbike (n) [U7]: a form of transport with two wheels and an engine

multilingual (adj) [U12]: able to speak more than two languages

musician (n) [U9]: someone who is very good at playing music, usually as a job

n

national (adj) [U12]: relating to or typical of a whole country and its people

necklace (n) [U10]: a piece of jewellery worn around the neck

o

opinion (n) [U9]: a thought or belief about something or someone

orchestra (n) [U9]: a large group of musicians who play many different instruments together

order (v) [U7]: ask someone to make, supply, or deliver food or an object

organised (adj) [U12]: arranged or planned

p

pass (v) [U12]: be successful in a test or exam

pepper (n) [U8]: a round vegetable that is usually green, red, or yellow, with seeds in the middle

perfect (adj) [U10]: as good as it is possible to be

pick (v) [U10]: break flowers or fruit off a plant

plant (v) [U11]: put trees, plants or seeds in the ground so that they grow

portrait (n) [U9]: a painting, photograph, drawing, etc. of a person

pottery (n) [U9]: the activity of making pots, cups, plates etc. from clay

preference (n) [U9]: the fact that you like something or someone more than another thing or person

pour (v) [U8]: make a liquid flow out of or into something such as a cup or bowl

protein (n) [U8]: one of the many things found in food such as meat, cheese, fish, or eggs, that is necessary for the body to grow and be strong

proud (adj) [U12]: feeling happy because you or people you know have done something well

pull (v) [U7]: hold something and move it towards you

r

recommend (v) [U9]: advise someone to do something or go somewhere because it is good or you like it

recommendation (n) [U9]: a suggestion that something is good to do or see

reduce (v) [U11]: make something become smaller in size or amount

roof (n) [U11]: the top part of a building that protects it from rain, the sun, etc.

s

salty (adj) [U8]: tasting of salt or containing a lot of salt

sandals (n) [U10]: open shoes that you usually wear in warm weather

scarf (n pl) [U10]: a long piece of material that you wear around the neck or shoulders

scary (adj) [U11]: frightening

scenery (n) [U9]: the painted background of a theatre stage

script (n) [U9]: the words of a film or play which the actors learn

seed (n) [U11]: small things produced by plants that new plants grow from

serve (v) [U8]: provide food or drinks

sew (v) [U9]: join two pieces of material together using a metal needle

show (n) [U9]: a play or performance for people to watch

size (n) [U10]: how big or small something is

smart (adj) [U10]: looking clean and tidy

smell (v) [U8]: know what something is using your nose

social media (n) [U7]: websites and computer programs that allow people to communicate and share information on the internet using a computer or mobile phone

solar panel (n) [U11]: a device that changes energy from the sun into electricity

speed (n) [U8]: how fast something moves

spicy (adj) [U8]: containing the tastes from spices

spinach (n) [U8]: a vegetable with wide, dark green leaves that go soft when you cook them

star gazing (n) [U11]: to look at the stars in the sky as a hobby

suitable (adj) [U11]: acceptable or right for someone or something

sunglasses (n) [U10]: dark glasses that you wear to protect your eyes from the sun

sunset (n) [U11]: the time in the evening when you last see the sun in the sky

sweet potato (n) [U8]: a vegetable that looks like a potato and has purple, yellow or white flesh and a sweet taste

t

taste (v) [U8]: know what something is when you put it in your mouth

theme park (n) [U9]: a large park that you usually pay to go in, with big machines to ride on or play games on, and with cafés, restaurants, etc.

touch (n) [U12]: put your hand onto something or someone

trainers (n) [U10]: light, comfortable shoes that people usually wear for sport

translate (v) [U7]: change words into a different language

trombone (n) [U9]: a large, metal musical instrument that you play by blowing into it and moving a part in and out to make different sounds

trumpet (n) [U9]: a metal musical instrument which you blow into, with three buttons that you can press to make different sounds

try on (n) [U10]: put on a piece of clothing to check if it fits you or if you like it

u

unusual (adj) [U8]: different from others of the same type in a way that is surprising or interesting

v

view (n) [U9]: your opinion about something

violin (n) [U9]: a wooden musical instrument that you can play by moving a wooden bow across four strings

voice (n) [U12]: the sounds that are made when people speak or sing

w

wonder (v) [U9]: think about something and want to know why it is true

wool (adj) [U10]: the soft, thick material that comes from the hair of sheep and some other animals